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THE LIVED EXPERIENCES OF SCHOOLGIRLS FROM DIVORCED MOTHERS: THE CASE OF DEBRE WORK TOWN, AT ENARJ ENAWGA WOREDA, IN AMHARA REGIONAL STATE

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BAHIRDAR UNIVERSITY
FACULTY OF SOCIAL SCIENCE
DEPARTMENT OF GENDER AND DEVELOPMENT STUDIES
POST GRADUATE PROGRAM

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ENAWGA WOREDA, IN AMHARA REGIONAL STATE**

BY
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JUNE, 2021
BAHIR DAR, ETHIOPIA

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FACULTY OF SOCIAL SCIENCE
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**The Lived Experiences of Schoolgirls from Divorced Mothers: The Case of
Debre Work Town, at Enarj Enawga Woreda, in Amhara Regional State**

By
Degu Kefyalew

**A Thesis Submitted to Gender and Development Studies Department, Bahir Dar
University, in
Partial fulfilment of the Requirements for the Degree of Master of Arts in
Gender and Development studies**

Advisor
Amanu Mekonnen

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June, 2021
Bahir Dar, Ethiopia

Declaration

This is to certify that the thesis entitled “The Lived Experiences of Schoolgirls from Divorced Mothers: The Case of Debre Work Town, at Enarj Enawga Woreda, in Amhara Regional State”, submitted in partial fulfillment of the requirements for the degree of Master of Arts in Gender and Development Studies, Bahir Dar University, is a record of original work carried out by me and has never been submitted to this or any other institution to get any other degree or certificates. The assistance and help I received during the course of this investigation have been duly acknowledged.

Name of the candidate

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Approval of thesis for defense

I hereby certify that I have supervised, read, and evaluated this thesis titled “The Lived Experiences of Schoolgirls from Divorced Mothers: The Case of Debre Work Town, at Enarj Enawga Woreda, in Amhara Regional State” by Degu Kefyalew prepared under my guidance. I recommend the thesis be submitted for oral defense.

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Approval of thesis for defense result

As members of the board of examiners, we examined this dissertation/thesis entitled “The Lived Experiences of Schoolgirls from Divorced Mothers: The Case of Debre Work Town, at Enarj Enawga Woreda, in Amhara Regional State” by Degu Kefyalew. We hereby certify that the thesis/dissertation is accepted for fulfilling the requirements for the award of the degree of Master of Arts in Gender and Development Studies.

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Acronyms

CDR = Crude Divorce Rate

CSA= Central Statistical Agency

NGOs= Non-governmental organizations

USA=United States of America

Glossary

Arekie= local drinking liquor

Dereqot= the ingredient to prepare Araki and Tella

Injera= Ethiopian traditional food made out of teff flour

Kebele= the smallest administrative unit in Ethiopia

Tella=A traditional beer from Ethiopia

Woreda= an administrative division of Ethiopia, managed by a local government

Abstract

Divorce is a legal process by which legally or situational coupled spouses legally dissolve their marriage, in which spouses are required to bear a bit with to think and rethink over the initiation of the divorce process. As divorce carries a lot of psychological, social, and economic effects to all members of the family, concerns are still growing in the increasing marital instability for divorced men and women, as well as of children with divorced mothers. Therefore, this study was conducted to explore the lived experiences of schoolgirls from divorced mothers: The Case of Debre Work Town, Enarj Enawga Woreda. The study employed a qualitative approach and phenomenology research design. The data were gathered from purposively selected interviewees. Hence, twelve in-depth interviewees have participated in the study. The data were analyzed using thematic data analysis techniques. The findings of the study revealed that schoolgirls from divorced parents faced various challenges such as social, economic, psychological, and some girls also faced sexual harassment due to their mothers' work condition. As a result, these challenges hampered their education and future aspiration. Moreover, these challenges influenced their way of life. On the other hand, the study found that there were no opportunities for them to overcome permanently the challenges they faced. To cope with their challenges, they tried to employ different mechanisms. These include adapting and self-control bad sayings from the society and their peers, to confront lack of income helping their divorced mother household works in the home by selling tea and drinking alcohol and outside the home daily labor works. This is solving their school supplements and their basic needs to some extent. Because they are schoolgirls, they cope with their psychological problems, by doing different activities related to their education and playing games, watching movies with their closest friends in the school or in the neighborhood. Based on the findings of the study, it was concluded that schoolgirls from divorced parents faced various challenges as mentioned above. Generally, the findings indicated that this has implications for the woreda government and non-government organizations, the woreda educational office and schools, the woreda women, children, and youth office, and other concerning bodies; thus, they need to work together to address the challenges of girls and their divorced mothers.

Key words: challenge, coping mechanism, schoolgirls, parents, divorce, lived experience

CHAPTER ONE

1. INTRODUCTION

1.1. Background of study

Divorce in most cases has proved to have disturbing properties on the family structure, especially which, it is an unintended occasion in children's life. It affects each member of a family at different times and in different ways. About half of all marriages are expected to end in divorce, leaving one million children each year to compact with the process of divorce (Martin et al., 2003). According to Wallerstein (2005) children are mainly exposed to the effects of divorce, they are unable to understand and process such multifaceted substances of life. The fact is that the effects of the divorce of parents remain with children all over their lives. Concerning its consequence, divorce uncovered children to social, economic, and psychological problems (Fagan & Rector, 2000).

According to Amato (2001) divorce impacts children harmfully to alternate their life (college dropout, conducting addiction, broaden anti-social behaviors). The researcher confirmed that children and their parents going via divorce have a better dominance of mental, social, and monetary problems. Divorce may be an annoying experience, which impacts the economic, social, and psychological health of each divorcee; specifically moms and their children. As divorce includes a whole lot of psychological, social, schooling, and financial outcomes to all contributors of the own circle of relatives, issues are nonetheless developing with inside the growing marital instability and doubtlessly critical results concerning the well-being of divorced guys and women, in addition to children with divorced mother and father Amato (2000).

In order to mention whether or not divorce is growing or decreasing, there are numerous signs that used to degree divorce rate i.e., the crude divorce rate, the min age in the beginning marriage, and the distribution of marrying individuals via way of means of preceding marital status (Sardon, 2003). According to Dommaraju (2011) Crude Divorce Rate (CDR) the maximum extensively mentioned indicator of divorce, it refers back to the ratio of the variety of divorces to the entire populace in a period. Crude divorce rates said with inside the beyond many years suggest polarized records in specific international locations.

According to Lazar et al., (2004) conducted divorce rates in the United States of America realized that the divorce rate had enhanced since the American Civil war, then reduced during the Great Depression while peaking in 1980, and have remained around 50% since then. The Republic of Korea experienced an enhanced of 21,800 divorces in just one year from 2002 to 2003 a total of 167,100 couples divorced. Japan, where 1 in every 4 marriages ends in divorce is now approaching Europe's divorce rate. At the time, it was only the very worst marriages that would end separately. This was detected by an expert in family studies at Japan Red Cross University. Now it has become a simple lifestyle (Carrol, 2006).

In South Africa Mukash (2003) many registered marriages end in divorce as statistics show that among 148,188 marriages which registered in 1995, 31,592 ended in divorce. Statistics South Africa (2005) shows that 32,484 divorces were recorded in 2005. According to Kimwaga (2000) in Tanzania, divorce is a severe problem and it continues to distress a big number of children, as a result, there is an increase in a high number of street children, delinquency teenage pregnancies in girls, and a high rate of loss of the school. About 273 cases of severe conjugal conflicts have been conveyed every three months in Dar-es-salaam alone (Natihaika, 2000).

In Ethiopia, divorce is widely practiced. For example, in Tilsen and Larson, (2000) it's far said that 45% of first marriages in Ethiopia lead to divorce within 30 years. Similarly, in the 1994 population and housing census in the capital city of the country, Addis Ababa, it was indicated that among 506, 852 married parents 97,147 were divorced. Regardless of the reasons at the back of and the effects it results in, divorce is turning into the various foremost societal troubles in Ethiopia. The conformity of couples to divorce or a request for divorce is the final result of the failure of the own circle of relatives for several personal, societal, and economical cases (Yohannis, 2015).

Additionally, Askalemariam and Minwagaw (2013) said that war control problems, parental interference and conversation problems, loss of promise to marry, alcohol addiction, bodily abuse, sexual incompatibility, falling out of love, economic trouble, and absence of adulthood the predominant reasons of divorce. Similarly, (Tarekegn, 2015) said that separation of the couple's results in psychological, social, and economic problems for the dad and mom and their children and the society as a whole. Serkalem (2006) concluded that

divorced girls in Ethiopia are economically susceptible and commonly have interaction in casual sectors like promoting homemade products (neighborhood beer/Tella, Arekie and Injera, etc), gathering wood, and retailing sports after divorce.

Looking at the divorce, in Enarj Enawga Woreda it has considered as a continuous normal function year to year. According to the Woreda Event Registration Team's annual report in the last three years from 2019- 2021 alone, 334 pairs ended up in divorce way beyond what the sector expects to perform. Likewise in Debre Work Town as the Woreda Event Registration Team's annual information showed that out of the 85 officially registered marriages 31 of them had ended up in divorce within the last three years, not to mention the unregistered divorces happening at every corner of the town.

The increased rate of divorce poses a serious concern for governmental and non-governmental organizations nationally and internationally. Giving the fact of divorce problems and the increasing number, the primary goal of the study presented here determined the experience of girls' challenges they face. Furthermore, the research tried to explore the knowledge gap regarding implementing different theories in relation to mothers and girls. In Ethiopia, pre-divorce and post-divorce remedy for the experience of school girls at the institutional level is very minimal and the study also tried to explore these phenomena.

1.2. Statement of the problem

Children whose parents have divorced usually experience poor academic attainment due to low motivational orientation, low self-esteem, emotional problems, poor study habits, and poor social relationships (Aremu and Sokan; 2003). Children from divorced parents have a greater chance to perform poorly than the child whose parents' marriage is intact. Lansky (2000) indicates that some children accomplish better in school in an effort to seal out difficulties at home. Researchers conducted that children and youths who are exposed to a high level of parental conflict had more problems in academics compared with those who had not experienced parental conflict (Kelly, 2000).

According to Yongmin and Yuanzhang (2002), the negative impact of divorce is much higher on children than on any other group. It leads children to stressful experiences in their social and educational activities and greatly damages their holistic life, stages of their future. As Woosley (2009) concluded perceptions of child well-being are primarily based totally on

parental marital repute and warfare stage that children from divorced families have a tendency to have decreased mental well-being in comparison to the ones from intact households. The disruption inside the own circle of relatives influences the member due to the interconnectedness of the own circle of relatives.

According to D. Diwa (2016) have recognized that children of separated parents suffer a lot of problems some of which result in the adoption of anti-social behavior, decline in school performance, deterioration of well-being, low self-esteem. The study further established that children as secondary victims, run away from home, drop out of school, develop a negative attitude toward family life. They are forced into a street, vendor, begging, and prostitution to supplement the income of the custodial parent.

In Ethiopia according to Askalemariam and Minwagaw (2013) studied that study the prevalence, purpose, and outcome of divorce in the East Gojam Zone. To the solution, the fundamental query documents, questionnaires, established and unstructured interviews, and targeted organization discussions have been used to gather information from samples. The effects of the look at discovered that there has been an excessive charge of divorce in Dejen and Aneded Woredas. Moreover, loss of conflict control skills, interference from parents, and conversation issues have been the primary viable reasons for divorce inside the zone. Likewise, the viable outcome of divorces turned into anti-social behavior, college dropout, have interaction in addiction, expand antisocial behavior, robbery and immoral acts of behavior may be evolved in divorced families.

The study by Yohannes (2015), also investigated the economic and social impacts of divorce on divorced women. In addition, the study investigated the impacts of parental divorce on the psychological well-being of Divorced women; specifically, how they manipulate to conform to their new lives after leg. The study concluded that divorce caused various difficulties including financial, social, and psychological problems for the children. In addition, the participants developed a wide range of survival strategies in the face of difficulties and challenges they experienced which attested to their agency during and after the divorce process.

When the researcher evaluates the research works listed out above. So, the researcher found out certain limitations. The limitations are categorized into four major themes which are

methodological, conceptual, study area, and participant selection-related limitations. Methodologically, all those research worked except Tarekegn (2015) and Yohannes (2015) were done with quantitative and mixed research methods. Conceptually, all of the studies didn't address the lived experiences, challenges, and coping mechanisms of schoolgirls from divorced mothers. But the above researchers were focused on the prevalence, causes, consequences of divorce and effects or impacts of women and their children as well as adolescents, and also the wellbeing of adolescents and girls.

Regarding the study area, some researches were done out of Amhara regional state in Addis Ababa cities and sub-cities and Southern Ethiopia and some other research done out of the current study area in the region. Others are foreign researchers conducted their study out of Ethiopia. Concerning participant selection gaps, all those researches were selected their participants without considering the gender affiliation of the participants or used both male and female adolescents, students, and children and also parents with marriage and divorced, women before and after divorce and other respondents.

As to my experience in the study area concerned to explore the lived experiences of schoolgirls from divorced mothers and participants schoolgirls from divorced mothers. And this highly motivated me to understand the general nature of their experience with a scientific study. Locally speaking, as per the best knowledge of the researcher, there was a great lacking study done separately about schoolgirls in Ethiopia.

Having these research gaps in mind, the current researcher have a new findings that schoolgirls in their life suffered severe economic, social, psychological and sexual harassment problems and how they cope with their challenges. But other researchers were not conducted seriously the lived experiences of children especially schoolgirls. In general, the researcher intended to address the issue by conducting a qualitative study on the overall challenges and coping mechanisms of schoolgirls from divorced mothers at Debre Work Town, Enarj Enawuga Woreda, in Amhara National Regional State.

1.3. Objective of the Study

To explore the lived experiences of schoolgirls from divorced mothers: The case of Debre Work town.

1.3.1 The Specific Objectives

- To investigate challenges facing schoolgirls from divorced mothers
- To explore the coping mechanisms of schoolgirls from divorced mothers.

1.4. Research Questions

- What are challenges the schoolgirls from divorced mothers face?
- What are the coping mechanisms of schoolgirls from divorced mothers?

1.5. Significance of the study

The study would give special emphasis to the lived experiences of schoolgirls from divorced mothers. Even though there are some researches done around in this area, special attention needs to be given to the lived experiences of schoolgirls from divorced mothers in order to give a solution to the problem from the core.

The problem of schoolgirls in divorced mothers arises from how divorce negatively affects girls economically, psychologically, and socially in their lifestyle. It is obvious that there would be a gap in knowledge about how the community can best treat girls in their surroundings who experience parental divorce.

Since parents and families want the best for the girls. Researching how to help them through this difficult time would provide the support and guidance that these girls need. The study would give insight to parents on how their girls really feel and experience the divorce from those who would have experienced it, in this case, schoolgirls, and the problem it would create in their life.

The facts which would have been generated from this study would have also great importance for various governmental and non-governmental organizations and institutions, stakeholders and other decision-making organs, labor and social affairs, women and children affairs, police office, private-sector employer, etc. Particularly, this study was served as valuable clues for other researchers to conduct research in the field. Theoretically, it was revealed the existing feminist theory.

1.6 Scope of the Study

This research was focused on the lived experiences of schoolgirls from divorced mothers. The research conducted at Debre Work Town, Enarj Enawuga Woreda, especially in Bahir Seged and Debre Work primary schools.

The study was focused on the inclusive criteria would be girls of mothers who divorced from 5-15 years before it would be conducted, the life experience of schoolgirls who are the age of 13-18 years old, girls in the school and who lived with their divorced mothers. However, the study excluded girls who lived with their divorced fathers who are in school and out of school.

1.7. Operational Definition

Challenge: is a situation that tests someone's abilities and points out that a challenge is a thing, action or situation that causes an obstruction; it blocks or hinders progress

Children: are those individual who are under the age of 18 are here treated as children for this study purpose.

Child parent relationship: A perception of children above age of 10 about nature of their relation with both parents.

Coping Mechanism: are strategic ways of managed to which external or internal stress, adapted to or acted upon

Custodial parents: The custodial parent is the parent with whom the couples child on a daily bases

Divorce: The legal dissolution of a marriage by a court or other competent body

Girls: The female children or young women from 13-18 years old.

Intact Family: A family comprises parents who are living in together as husband and wife having children

Marriage: is socially approved or legally established pattern whereby two people established a family or in another point of view, it is a union of a man and a woman which is regulated by the law, rules, customs, beliefs and attitude that prescribes the circumstance.

Parent: the child's biological mother or father and adoptive parents of the child.

Parental divorce: for this study purpose both parental separation and divorce are used interchangeably and it is considered as a legal termination of marriage. It is also dissolution of

marriage that is contracted between husband and wife by the judgment of court or by an act of legislature.

1.8 Organization of the study

This study consists of five chapters. The first chapter is an introduction. This chapter comprises the background of the study, statement of the problem, research questions, objectives, the significance of the study, operation of definition, organization of the study, the scope of the study, and limitation of the study. The Second chapter deal with the Review of Literature. The third chapter deals with the research Methodology. This chapter discussed the study of the research area, research approach and design, research paradigm, sampling technique, method of data collection, data collection procedures, data analysis, ethical consideration, and trustworthiness. The fourth chapter includes results and discussion and also the last chapter five contains the conclusion and implication.

1.9 Limitation of the Study

It was difficult to persuade schoolgirls from divorced mothers and their divorced mothers for the researcher to collect data within the interview. Because it is an unusual function for girls to collect data within interviews in addition to using audio-recording. But gradually the researcher was able to aware of the issue and realizes that it would be a secret what they mention. On the other hand, as every one of us is informed about COVID-19 pandemic; this research process faced challenges regarding data collection. The researcher takes the risk to communicate with girls during the interview, even though it was difficult for the researcher to collect data. Since every research has not been out of limitation and solution is expected from the researcher; the researcher applied solutions like keep physical distance, use face masks and sanitizers at the time of data collection. Even though this was a challenge, but the credibility of this research was not compromised.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. Divorce and its Impacts

Divorce has terrible effects on social, cultural, economic, psychological, and political outcomes. Findings from numerous studies, all agree that divorce impacts all of the children with inside their own circle of relatives at a while and to a few degrees. Some consequences of divorce emerge all at once the subsequent separation and some of them take a long time to once more to the normal scenario and some others nevertheless emerge later (Fagan 2012).

In the layer of society, confusion the phenomena of divorce are like flourishes that develop and unfold unexpectedly become a not unusual element. Kitanović (2015) believes that divorce is a legal phenomenon usually with the aid of using humans. As a legal difficult trouble of society, divorce associated with people and groups. Divorce become the customary element executed with the aid of using all of the layers of society that exist with an exquisite quantity with inside the final six decades. It way that divorce has an effect on the doer, children, and those related. The distress of divorce become the decree actually exists that absent with the aid of using the doer.

Berns et al (2011) aid children, especially the ones who have skilled parental separation. Parental divorce isn't an unmarried occasion however as a substitute it represents a sequence of disturbing studies for the whole own circle of relatives that starts with marital conflict earlier than the real separation and consists of many changes afterward. In Berns's et al opinion, it may be concluded that divorce now no longer handiest offers consequences at the doer self however additionally on their children, own circle of relatives, and different humans related. Toward children, divorce is sort of a thunderbolt for each infant on the day of rain. It ruins the splendor of the rainbow which made with the aid of using togetherness among their father and mother. It way that the discerning isn't to be one again, become independent from every different. The dad and mom who do divorce do now no longer recognize the way to harm their children.

Divorce shows that the opposite of all statements, love, and attachments that the partner had in the beginning. It comes due to the choice everyone has to keep away from the other. This is

because the others fail to satisfy the obligations predicted of him or her. The terrible effect of divorce is a great deal better on children than on some other groups. Divorce leads children to worrying stories of their social and academic activities and significantly damages the holistic existence levels in their future. Divorce is a fantastic deal greater complex than it appears on the surface. Ending a wedding dating isn't a one-time occasion it's far a process. Which may have an impact on all of the concerned own circle of relatives participants in particular its effect on children is critical. (Yongmin Sun and Yuanzhang, 2002).

Children who enjoy divorce might also additionally have extra problems than children from two-discern households. Indeed, with inside the brief time period, divorce has been related to a decline in educational achievement, self-concept, and average adjustment problems. Although many children from divorced dad and mom do now no longer go through any long-time period consequences, a few children might also additionally enjoy problems in adolescence, along with intellectual fitness problems, substance abuse, delinquency, and teen pregnancy. Problems might also additionally even persist into adulthood, as they have a tendency to have extra-economic, emotional, fitness, and dating problems. The age at which children enjoy divorce must be a number one problem to cope with their desires effectively Tilson and Larsen, (2000). Children who skilled their dad and mom's divorce or separation are much less probable to finish excessive school. Eighty-five percent of youth in intact biological families graduate from excessive school, in comparison to 67.2 percentage in single-discern households (Yongmin Sun and Yuanzhang, 2002).

2.2 Challenges of divorce Children face

Sociologists and psychologists are concerned with the impacts of separation on children. Children of separated couples for the most part passage more regrettable in terms of enthusiastic, mental, and instructive results, they feel outraged, fear, discouragement, depression, and indeed blame. A few high scholars feel as in spite of the fact that they must take on modern obligations such as chores and taking care of families. A major drop in financial well-being, visit private moves, changes within the social environment and other instability-generating components have the potential to weaken children's results (Amato, 2010). Hence, separate impacts the economic, social, and intellectual wellness of the children and the connections with their guardians, instructors, or companions, this unsettling have an impact on may also decode into decrease stages of economic success and bodily and

intellectual wellness in adulthood (Harkonen, 2013). The clinical manifestation of marital separation in children depends on many factors including the child's age, family, psychosocial functioning, the divorced parents' ability in the midst of their own anger, loss, and discomfort to focus on their children's feelings and needs (Amato, 2004).

2.2.1. Social Challenges of divorce Children face

Divorce is frequently very complex and consists of the whole thing from keep and child assist till the divorced girls get over her unique scenario. In the meantime, children suffered from the present scenario. If the scenario isn't always dealt with properly, they'll broaden a bad mind-set in the direction of mother and father and marriage (Balestrino, et al. 2008). As Fagan and Churchill (2012) the impact of divorce on children's hearts, minds, and souls stages from slight to severe, from apparently small to observably significant, and from short-time period to long-time period. Amato and Cheadle (2005) discovered that conflict of disagreements in marriage erodes children's ties with each mother and father, regardless of whether or not the marriage ultimately leads to divorce. According to Yongmin and Yuanzhang (2002) the negative impact of divorce is much higher on children than any other groups. It leads children to stressful experience in their social and educational activities and greatly damages their holistic life, stages of their future.

Jeynes (2005) also suggests that psychological and economic effect has a negative effect on the educational performance of children. Children from divorced family score low results in their academic career and also they have lower motivation. In other words, children of divorced parents would be less capable of finishing school projects, face more challenges, concentrating in complex tasks, lower academic results in languages and mathematics and lower level of responsibility.

Decreased parental involvement in children's academic life is also suggested by some authors as the main factor behind decline in school results. In most cases, marital dissolution leaves the discussion of school topics, monitoring study at home and reviewing school tasks under the responsibility of the parent who has been granted custody (Jeynes, 2005).

Bertram (2006) confirms that marital dissolution forces families to adopt a new structure and often requires parents to increase their working hours for additional income, thus making it harder for divorced parents to get involved in their children's school activities. Poor academic

performance in children in divorced families were associated to poor parental involvement. Divorce and separation correlate positively with diminished school achievement and performance.

Daniel Potter (2010) explains that elementary school children who experience parental divorce have worst academic result and activities than intact family children. Children exposed to unilateral divorce usually show poor academic performance during their adulthood. Children have lower educational aspirations and test scores during the process of their parents' marital disruption. Children of divorced parents are also more likely to be held back a grade and have lower grade point averages. (Evans, et al., 2001).

2.2.2 Economic Challenges of divorce Children face

Children in single-figure families lack support, green supervision, self-esteem, and applicable function fashions due to dropping common touch with one of the parents; taken together, a lot of these elements affect children's existence possibilities negatively (Amato & Booth 2001). Divorced ladies having children are susceptible to many problems in life. In this regard, the control of children such as their socialization and monetary achievement is a quite tough challenge for divorced ladies (Nikolis and Fahand, 2015). Women are afflicted by emotional and financial issues; as a result, such ladies face big issues whilst socializing and economically looking after their children (Spillman, Lorenz, Wickramma, 2006; Parveen, 2010).

Divorced ladies are much less capable of offering their children suitable and hygienic food, water, and refuge in addition to pocket cash and different private expenses (Kotwal and Prabhakar, 2009; Saleem, 2012). Further, divorced girls going via massive economic problems aren't capable of providing their children extremely good training and consequently, they're stricken through a lack of academic aspiration and perform weakly with within the academic stream (Sun and Li, 2002).

Fagan and Churchill (2012) divorce reduces household income and deeply cuts individual earning capacity. Wallerstein (2013) conformed that divorce is the primary determinant element in own circle of relatives income. Consequently the proportion of disadvantaged children, unemployed youth and adults has been increasing. From the concept bounded rationally parental divorced children face trouble to get medical care that the child's medical

prices now no longer blanketed with the aid of using coverage as tough to be divided and the way childcare expenses are allocated (Brave, et. al, 2012).

There are many parents during divorce process do experience threats to their financial circumstances. According to Brave et al. (2012) the charges of divorce can range broadly relying on the state, the complexity of the case, the diploma of contentiousness and disagreements, and modes of dispute resolution. Economic hardship also makes it difficult for custodial parents to provide educational materials, adequate food, home environment, and other resources to facilitate children's academic attainment (Serkalem, 2006). The monetary trouble of a rustic has round relationships with divorce and all the problems are interrelated and interwoven. Divorce has destructive impacts on individuals and society in economic situation (Serkalem, 2006).

2.2.3. Psychological Challenges of Children face

The psychological impacts of separation on children can be obliterating. The huge impacts of separation can cause stretch which leads the children to uneasiness, misery, reprobate behavior, and substance mishandle, indeed there are times where the children endeavor suicide (Shaffran, 2004). Parental division can alter the connection fashion a child has with his/her parent. It too makes a child have sentiments of outrage, hatred, and perplexity, which can change the child's capacity to create a meaningful relationship (Hines, 2007). This can be one effect separate can take on teenagers, after parental division. Family structure plays a critical portion in making a difference in pre-adult alter and get it the changes in their life and body. It has appeared in earlier ponders that family structure is one of the components that impact an adolescent's victory (Hines, 2007).

Children can be put in a circumstance amid the separation of their guardians that can cause a triangulation between family individuals. The interaction between guardians can cause the child to have blended sentiments approximately what and whom they ought to be siding with which a result cleared out the children with discouragement. The negative impacts after partition that can happen to the parent-child relationship such as less time together and the degree of closeness and destitute quality relationship with guardians after separate relationship, more fear, and uneasiness, less believable, and joy in appreciating (Barrell, 2009).

2.2.5 Sexual harassment Problems

Sexual harassment is a show of power that supposed to intimidate, coerce, or degraded any other worker (International Trade Union Confederation, 2008). The take a look at finished with the aid of using Kurian and Kumar (2014) confirmed that running girls with inside the personal zone were sexually stressed or teased even as on duty. Furthermore, IMF (2018), the record determined that girls automatically paintings for decrease wages and in hazardous conditions, such as the danger of sexual harassment. As (Morgan and Martin, 2006), many saleswomen said that they automatically encountered a sexualized workplace. Frequently, girls' with inside the beverage enterprise had been uncovered to pornography, girls in business and client items had been compelled to have interaction in sexual banter, and girls in a number of industries said that clients stressed them as a test.

2.3 Coping Mechanisms

Coping procedures are characterized as things individuals do to maintain a strategic distance from or minimize the push that would something else result from tricky conditions of life (Expressions, Soc, & Haruna, 2014). There are many factors that can reduce risks like children's adjustment, coping mechanisms which promote children's resilience (Carroll, 2010). In the early stages, as family life changes dramatically, most children experience considerable distress (Carroll, 2005).

Children encountering parental separate are at chance for an assortment of negative formative results. Be that as it may, the greatness of these impacts shows up to depend on the pointers of alteration or adapting instruments of the children after the separation (Earlier, Sanson & Shrewd, 2005). In spite of numerous analysts recommend that separate has a colossal impact on the lives of children, there's impressive prove that these impacts don't work in the same way for all children. Children's age at the time of their parent's separation, the length of time since the separate, children's statistic characteristics (Sexual orientation, race/ethnicity), and children's alteration earlier to the separate are a few of the components which direct children's alteration or adapting component (Lansford, 2003).

Separate stamped by one parent moving out of the house which is an occasion, and separate gotten to be a prepare which include alteration extra time and involvement of advance alter in family structure (Hogan, Halpenny & Greene, 2002). Most children regularly felt that

separation became the pleasant answer for his or their own circle of relatives giving the connection difficulties. Many children had a sturdy experience of being exceptional from different children and felt ashamed to speak approximately their parental separation. Not the handiest, stigmatization resulted from divorce at a societal degree taken into consideration as a capability moderator of the hyperlink among dad and mom and children's adjustment (Lansford, 2003). The adjustment might be extra tough while dad and mom criticized every different or in which there may be very little effective touch among the dad and mom. Clear and open determine relationships assist children to recognize their dad and mom's emotions and behavior (Hogan, Halpenny & Greene, 2002).

According to Golden and Henderson (2007), there are instances additionally wherein children of divorced mother and father won't definitely apprehend the speedy adjustments which can be taking place inside their households. It is critical that children study the right coping abilities to deal with and modify to the brand new adjustments of their lives. Some children will advantage from organization therapy. This regularly offers children secure surroundings to speak about their emotions and concerns, whilst speaking with different children who also are experiencing comparable issues.

Children want to apprehend that they're now no longer by themselves in coping with their emotions and that different children are experiencing the divorce of their households as well. Parents want to concentrate on their children approximately their precise minds and emotions. It is likewise critical for mother and father and college counselors to assist children to increase coping techniques to address their deep emotions approximately divorce (Golden & Henderson, 2007). Parents, children, teachers, and college counselors all want to paintings collectively to aid the child during the degrees of divorce to make certain academic, personal, and social growth.

According to Ahrons (2007) therapeutic reading and teacher assistance, parents can also help their children cope with divorce. Parents need to focus on the children's needs during a divorce and after as well as staying involved and in contact with the teacher. Parents need to be positive role models and minimize their conflicts and hostility. Parenting skills need to be worked on and interventions should be considered.

One component of studies on flexibility specializes in the person-degree elements or factors that sell resiliency in youngsters and consequently guard them against growing long-time period intellectual fitness problems. Personal resiliency is supported through the assets a person has, and the attributes and abilities that assist that character get over terrible events, address adversity and be independent (Mohaupt, 2009). One of those private assets is advocacy. Grover (2005) shows that advocacy through youngsters can assist to buffer them psychologically towards the effects of dwelling in a destructive situation, via the end result of youngsters seeing themselves as exerting strength in place of being victims. Other defensive elements that rise up with inside the toddler are self-law or self-control, intelligence, and fulfillment at making friends (Alvord & Grados, 2005).

In addition, emotional law and powerful coping abilities are visible to be robust members of flexibility (Benzies & Mychasiuk, 2009). Although individuals who are resistant can also additionally display sure characteristics, the intellectual fitness of a toddler and that toddler's resilience aren't restrained to a personal degree, however are related to interactions with the family, schools, neighborhoods, and the network (Brooks, 2006). Understanding the effect of out of doors impacts, consisting of family, social elements, and network, on a toddler's pliability, is essential with inside the have a look at pliability to the destructive outcomes of poverty. This information cautioned in addition research at the technique of flexibility focusing at the impacts of different systems consisting of family, social, and network on flexibility. The goal has a look at became to pick out the impact of relationships with different people on pliability in children dwelling in poverty.

2.4 Theoretical Framework

This scientific study is exploring the lived level in of schoolgirls from divorced mothers and fathers and as a result, the researcher conceptualized the problem with feminist theories. There are many feminist theories that provide an explanation for the basic motive of gender inequality and girls' subordination. Each feminist principle has its justifications and technique to reaching gender equality. The feminist principle targets to apprehend the character of inequality and make a specialty of gender politics, strength relation, and sexuality. Feminist principle additionally makes a specialty of studying gender inequality and the merchandising of girls' rights, hobbies, and issues. Themes explored in Feminism encompass discrimination, stereotyping, objectification (especially sexual objectification), oppression, and patriarchy

(Mutoro, et al, 2011). The researcher conceptualized the studies locating with the aid of using having liberal feminist theoretical perspective.

The fundamental view of liberal feminist principle is that each person is created identical with the aid of using God and deserves identical rights. These forms of feminists consider that oppression exists due to the manner wherein males and females are socialized, which helps patriarchy and continues guys in strength positions. Liberal feminists additionally consider that girls have the identical intellectual ability as their male opposite numbers and must take delivery of the identical possibilities in political, monetary, and social spheres. Women must have the proper to choose, now no longer have their lifestyles selected for them due to their sex. Essentially, girls have to be like guys, until girls might be compelled to maintain on marginalized them and take part in distinct illicit activities (Friedan, 2010).

Liberal feminists create and aid acts of rules that do away with the obstacles for women. These acts of rules call for the same possibilities and rights for women, along with the same get right of entry to jobs and the same pay. Liberal feminists accept as true that disposing of those obstacles immediately demanding situations the ideologies of patriarchy in addition to liberating women. These feminists are chargeable for many essential acts of rules which have significantly expanded the popularity of women, along with reforms in welfare, training, and health. Unfortunately, Liberal feminism has been recognized to simplest deal with the rules thing to combat in opposition to patriarchy.

Likewise, a number of the locating of this look at discovered that schoolgirls from divorced dad and mom lack possibilities to research successfully, via way of means of loss of social acceptance, loss of time to facilitate their training to assist their divorced moms to work, loss of earnings to meet the delivery of learning materials, and shortage of primary desires with inside the bad earnings stages of divorced moms, and additionally loss of satisfaction via way of means of their lifestyles due to the fact their dad and mom are divorced and that they compelled to stay their unmarried mom without helping of dad that aforementioned issues the presence of own circle of relatives conflict. Regarding the demanding situations which consist of economic, social, psychological, and sexual harassment are massive issues for girls. By thinking of such assumptions of liberal feminist principle, the researcher inductively associated the studies output of the look at with liberal feminist principle in preference to many different feminist theories.

2.5 Conceptual Framework

As being identified in the previous reviewed literatures, numerous studies have been made Worldwide related to the impact of divorce on children. Apart from social, economic and psychological challenges of divorce has an impact on children's life. Indeed this study attempts to explore the lived experiences of schoolgirls from divorced mothers, what are the common challenges and coping mechanisms of those girls, how the parents , the school staffs and the whole society enrolled to mitigate the challenges of their lives. However, the figure below represents the relation between schoolgirls from divorced mothers and their challenges and coping mechanisms.

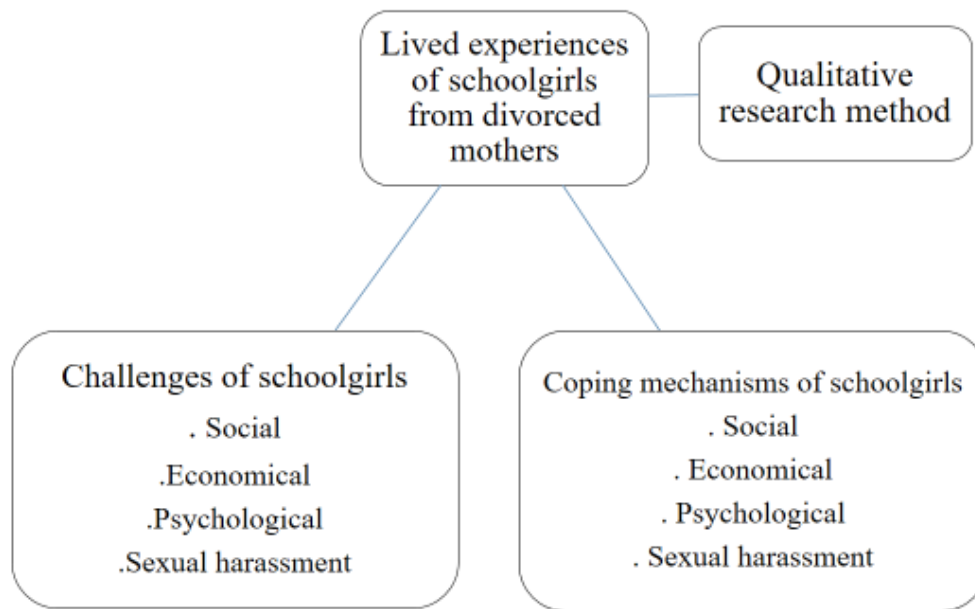


Figure 1. Conceptual frame work for the Lived Experience of schoolgirls from divorced mothers (source: researcher own framework)

As shown the above, this study figures out how divorce affects the lived experiences of schoolgirls in different challenges and how cope up them in their life span.

CHAPTER THREE

3. RESEARCH METHOD

3.1 Description of the Study Area

Enarj–Enawga Woreda is found in Amhara National Regional State in East Gojjam Zone. It is bordered by EnemayWoreda in the South, DebayTelatgin in the South West, Hulet Eju Enese in the West, Goncha Siso Enese in the North, Enebisie Sar Midir in the North East, Abay River in the East which separates it from South Wollo Zone, and Shebel Berenta in the South East. The administrative center of Debre Work, which is situated 299 km from Addis Abeba, the capital of Ethiopia, 198 km from the regions capital Bahir Dar and 118 km from the zone town Debre Markos. Astronomically, it is located between 10° 24' and 10°33' N and 38° 11' and 38° 40' E. The total area of the woreda is 932.87 square kilometers (CSA, 2007). It consists of 28 kebeles of which 4 are urban.

3.2 Research Paradigm

The philosophical assumption is important for a study which helps the researcher to identify the research methodology and approach. For this study, the researcher employed a post-modernism research assumption. This is because, in the post-modernism approach, multiple realities vary from individual to individual. The lived experiences of schoolgirls also vary from one divorced mothers to other divorced mothers. As Creswell (2003) says the participant in the interpretive research represent underrepresented or marginalized groups and explores to understand specific issues or topics (Creswell, 2003).

The problems and the research questions explored to understand the conditions that serve to disadvantage and exclude individuals or cultures. During data collection, the researcher does not further marginalize the participants but respects the participants and the sites for research. Furthermore, researchers provide reciprocity by giving or paying back those who participate in research, and they focus on the multiple perspective stories of individuals and who tell the stories. Researchers are also sensitive to power imbalances during all stages of the research process. They respect individual differences rather than employing the traditional aggregation of categories (Ibid, 2003).

3.3 Research Approach and Design

The researcher used a qualitative research approach throughout the research process. This is because the main objective of the research is to explore the lived experiences of schoolgirls from divorced mothers due to this researcher intended to have close interaction with schoolgirls with divorced mothers to investigate their lived experience from their world perspective. According to Olson (2005) also most of the time qualitative method helps the researcher to deeply explore and understand the experiences of the participants and it provides rigorous, reliable, verifiable data. It is described as a discovery research method to describe the given issue deeply.

Qualitative research is most appropriate when the researcher wants to become more familiar with the phenomenon of interest, to achieve a deep understanding of how people think about a topic, and to describe in great detail the perspectives of the research participants.

In order to attain the objective of the study, the researcher employed a qualitative approach and phenomenological research design through in-depth interviews. According to M.Patton (2002), a phenomenological study is one that focuses on descriptions of what people experience and how it is that they experience. Understanding the lived experiences marks phenomenology as a philosophy as well as a method, and the procedure involves studying a small number of subjects through extensive and prolonged engagement to develop patterns and relationships of meaning.

The goal of phenomenology design is to capture the lived experiences, find the meaning that may or may not be known to the person who experienced it, and describe the phenomenon through the composite description (Bergstorm, 2004). Taking into account these rationales, phenomenology design employed in this study because the lived experience of schoolgirls would be explored by giving them more room to express their individual views about their challenges and coping mechanisms that they experience after their mothers divorced. In this case, phenomenology design would be appropriate for the lived experiences of schoolgirls from divorced mothers.

3.4 Sampling Techniques

According to Morse (1994), the purposive sampling technique helps to find those interviewees who have available knowledge and experience that the researchers or investigators need, are capable of reflection, are articulate, have time to be interviewed, and are willing to take part in the research. The main purpose is to get rich data and different perspectives. The purposive sampling technique has an advantage in selecting individuals who have knowledge of the phenomenon under study or in the selection of the lived experience of girls.

According to, Creswell (2009), this technique is widely used in qualitative research for identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon. Purposive sampling is an important selection of units based on personal judgment rather than randomization. Qualitative samples were small in scale and purposely selected on the basis of salient criteria (Moriarty, 2011). The researcher used non-probability sampling particularly the purposive sampling technique in order to select the participant of the study because this sampling technique was useful to select those participants who were richer in information deliberately.

The researcher actually lived in the study area could be enabled to get available sources of information from those girls of divorced mothers in the study area. Because of this, the researcher predominantly used the purposive sampling technique. According to, Mason (2002), the selection of participants selected purposively, these were because they have particular features or characteristics that would enable detailed exploration and understanding about the issue for the researcher who would have been studied.

In this study, non-probability sampling techniques especially purposive sampling would have been employed to select the participants of the study. The reason to choose the non-probability sampling method because the participants of this study were selected based on their lived experience that fulfills the criteria from Bahir Seged and Debre Work primary schools at Debre Work Town. The researcher used the get keepers of the two school principals to select girls from divorced mothers at school. And participants were selected based on their experience with the phenomenon that their parents divorced 5-15 years ago. A total of 12 in-depth interviewees were selected for collecting data. Concerning the sample size of they were determined based on data saturation point, meaning that the sample size of the

participants was decided when redundancy of information come to arrive. In general, the study is the lived experiences of schoolgirls from divorced mothers; purposive sampling was the best sampling technique for selecting participants of schoolgirls from divorced mothers.

3.5 Data Sources

3.5.1 Primary sources

Primary data is original or unique data, which is direct, collected by the researcher from a source such as observations, surveys, questionnaires, case studies, and interviews according to his/her requirements. As opposed to secondary data which is easily accessible but are not pure as they have undergone many static treatments. Source of secondary data are government publications, websites, books, journal articles, internal records, etc. In this case, the researcher has selected the primary sources of data directly from participants of schoolgirls from divorced mothers who are living at Debre Work Town, especially students from Bahir Seged and Debre Work Primary Schools.

3.6. Methods of Data Collection

For this research relevant primary data was collected by using qualitative data collection tools. Thus, the appropriate data collection tool was in-depth interview.

3.6.1 In-depth Interview

In-depth interview is a major form of data collection arising from the exceptional interactive nature of the instrument that gives many opportunities for the researcher to probe deep into the interviewees' personal experiences (Heran, 2008). According to Hesse Biber and Leavy (2010) also in-depth interviews focus on individual experiences. The questions of the interview, given time and probing, can produce thick descriptions and reveal the contextualized individual experiences of interviewees (Hesse Biber and Leavy, 2011).

Additionally in phenomenology research in-depth interview as a tool helps the researcher to examine, understand, dig out and investigate the experience of girls. Furthermore, Kojo (2001) also added that the interviewer has the opportunity to ask and direct questions using personal contact with the respondent depending on the interview situation.

3.7 Data Collection Procedures

The researcher made a preliminary meeting with each research participant prior to the interview a week before the actual interview. Before the researcher made a preliminary meeting and started the interviewing with each research participant to be sure to keep social distance and wearing an oral mask. This preliminary meeting had an opportunity to establish trust with the participants, reviewed ethical considerations, and complete assent from girls and consent forms from parents. During this initial meeting with the participants, the researcher discussed the overall research questions and what the study intended to answer, and its purpose.

Two participants were interviewed per day and each interviewee was taken to a maximum of half an hour to one-hour duration depending on the participants' concentration and interest. Transcription of each data made on the same day; this helped accuracy of data. Written descriptions can be gathered from participants, and these tend to be more concise (Giorgi, 2009). Each in-depth interview started with general discussions of daily happenings so as to create rapport with the participants. The researcher encouraged them to talk about their personal biographies and experiences to help them get some control over what was discussed. All interviewees would have been tape-recorded. The interviewees took place in a suitable place by their choice to be free from any hesitation.

The researcher tried to make all participants feel free by clearly telling the intent of the study. The interview was conducted in Amharic for the sake of fluent communication so that participants able to discuss their life in general.

The interview structure was flexible and dynamic that could let the participants share their stories in the way they wanted to do it. The researcher tried not to interfere but gave clear directions in order to allow participants to bring their personal narrative of girls. Once the participants finished telling their story, the researcher tried to check and probed for more information to dig out for missing information.

3.8 Methods of Data Analysis

Cresswell (2003) stated that data collection and data analysis must be a simultaneous process in qualitative research. Data analysis is an ongoing process taking place throughout the data collection process. For the analysis of the data, the researcher used the thematic data analysis

technique. The thematic analysis aims to identify themes within the data. Thematic analysis is more inductive than content analysis because the categories into which themes sorted were not decided prior to coding the data. These categories were induced from the data. While the general issues that were interested to determine prior to the analysis, the specific nature of the categories and themes were explored to predetermine.

According to Douglas E. (2002) that this form of research may take the researcher into issues and problems he/ she had not anticipated. The skills acquired through learning to conduct content analysis form the basis of many of the skills of the more inductive forms of research, such as thematic analysis and semiotics (Douglas E., 2002). The researcher employed thematic analysis and the standard steps involved in qualitative data. Analysis, particularly of interview text, delineates units of common meaning within the data that revealed phenomenon, clusters units of meaning to form themes.

During the interview, the researcher used the notebook to write key points that are mentioned. The researcher got data through in-depth interviews conducted in the Amharic language after data collection, translated into English. In addition to the researcher organized and prepared the data for analysis, along with sorted and arranged the data. The researcher read through all the data so as to obtain a general sense of information and identified initial themes to reflect on its overall meaning. The researcher also ensured that the real names of the participants were not publicized and the researcher did all the transcribing of the interview data by using the code of the participants.

3.9 Ethical Consideration

Ethical considerations applied to this study so as to address ethical issues. Participation in this study was completed on a voluntary basis and all participants provided the necessary information and asked for their consent forms of parents and assent to girls before they involved in the study. Before conducting the interview, the researcher was sure of keeping social distance and wearing an oral mask and then informed all participants what the purpose of the study was what was needed from them, the duration of their engagement, rights of the participant, possible benefits of participants, and confidentiality of records. No participant involved in this study against her interest. Participants assured that their responses remained

strictly confidential and personal details were kept anonymous. The consent form read aloud to each participants' divorced mothers and showed their agreement by signing the consent form.

3.10 Trustworthiness

Trustworthiness of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Pilot& Beck, 2014). Trustworthiness is seen as the strength of qualitative research. It is used to suggest determining whether the findings are accurate from the standpoint of the researcher, the participants, or the readers of an account (Wall, 2003). Hence, the researcher used easy and simple language and description to maintain the trustworthiness of the study. Moreover, the researcher also used peer examination to enhance its trustworthiness. To this end, different peoples, teachers, friends served as peer examiners. In addition, the researcher related the finding of the study with theory and concepts.

Though according to Giorgi (2009) phenomenological research design by itself contributes toward truth since it presents the phenomenon as it is, the researcher communicated back to the participants to validate that the study finding reflected their perspectives regarding the phenomenon so as to ensure the truthfulness of the study found.

CHAPTER FOUR

4. RESULT AND DISCUSSION

4.1. RESULT

This section is dedicated to the major finding of the study. The results are organized in to three parts. The first part describes the socio demographic information's of interviewees which includes the age, educational level, name of school, duration of mothers divorced and family sizes in the home. The second part is describing about the challenges of participants lived experiences. The third part pointed out about coping mechanisms of schoolgirls get to confront their challenges of conditions and lives.

4.1.1 Socio Demographic Information of the Participants

This theme presents the socio demographic information of the participants. Among other socio demographic information of the interviewees, age, educational level, name of school, duration of mothers divorced, family sizes are presented.

No	Participants	Age	School	Educational level	Duration of mothers divorced	Family size
1	Interviewee 1	16	Bahir Seged	8	12	3
2	Interviewee 2	13	Bahir Seged	7	7	3
3	Interviewee 3	13	Debre Work	7	12	6
4	Interviewee 4	13	Bahir Seged	7	7	2
5	Interviewee 5	14	Debre Work	8	5	5
6	Interviewee 6	13	Debre Work	7	5	3
7	Interviewee 7	17	Bahir Seged	8	6	3
8	Interviewee 8	16	Debre Work	8	10	2
9	Interviewee 9	15	Debre Work	7	10	3
10	Interviewee 10	15	Bahir Seged	8	6	3
11	Interviewee 11	16	Bahir Seged	6	15	4
12	Interviewee 12	13	Bahir Seged	6	12	3

Table 1 Socio demographic information of interviewees, collected in 2021

The socio-demographic information of the participants consists of different consideration to describe their socio-cultural status. As described in table 1 above, among school girls from divorced parents 12 girls have been involved in the study. Five of the twelve girls are learning at Debre Work primary school likewise the rest seven girls are learning in Bahir Seged primary school. The ages of participants are from 13-17 years old. In addition, their education background ranges from grade six to eight. From this one of them is living together with her mother and step-father and the rest eleven girls are living from their single mother. Regarding their mothers divorced duration of time are from 5-15 years. The participants' family size is ranges from 2 to 6 in number.

4.1.2 Challenges of school girls from divorced mothers

To be successful schoolgirls from divorced mothers are supporting regularly to learn without any short comings. However, they are facing a number of challenges. These challenges are grouped as social challenge, economical challenge, psychological challenge, and sex related challenges.

4.1.2.1 Social challenges

Social acceptance is an essential issue for girls especially girls from divorced mothers. Though, opposing this thought, social prejudices are the protruding challenges of girls from divorced mothers. These challenges include lack of social acceptance both in the school and outside school; lack of adequate time to success their education, low attendance in the classroom, low participation in the classroom and achievement of low grade. The data gathered on these issues are presented here underneath.

Lack of Social acceptance

As the data gathered using the in-depth interview from the participants exposed that being girls from divorced mothers are looked down upon by the community in general and their families in particular because it is considered as they are expected to learn nowhere in the future and their way of life is based on poverty. As a result of this claim, girls mainly face a strong social crisis. When girls at any sphere of their life they insulting by their friends of school and neighbors. For example, interviewees 1 of this study familiar with a similar challenge. What she stated in the in-depth interview is translated and presented as follows:

When I play with children in the neighborhood or at school, they always ignore me from their group game. They also undermine what I can't react any more

activities with them and they make me feel inferior by insulting me by saying, "You are a naughty, a prostitute, a hybrid, a bird (ወፍ ዘራሽ), and you are a tea vendor, and so on.

Likewise another interviewee 6 stated their social challenge that:

I suffer too many problems in my living situation socially at anywhere in the school and outside school. When I played a "korki" (ቆርኪ) game with my neighbor's daughter and we fought with her, then her mother came to us and insulting me by saying "Yeset lij"(የሴት ልጅ), "Yegalemota lij"(የጋለሞታ ልጅ) and so on. At that time, I felt inferior.

In special case for interviewee 12 that her mother has been affected by a disease HIV, so their friends embarrass her as follows:

In addition to being poor, my mother is also a victim of HIV / AIDS, so they deliberately call me and insult me you are a poor child, "Ye Aidsam lij", (የኤይድስ ልጅ) and a fatherless daughter in addition they beat me. This is a common custom for the society as well as their children to isolating me in every relationship.

Interviewee 2 also strongly challenged not only the society and her friends but also by her mother, her father and his families as she stated:

Playing with the children in the neighbors because of the lack of social acceptance, they told me that my father was looking for another woman. My mother, on the other hand, was angry with me and said, "What can I do for you?" She said, "Don't ask me. Ask your father." When I ask him about me helping, he said that it is not the right time for him to help me because he is not living a comfortable life.

Society is alienating us by selling tea and liquor. The people said that my mother opened a tea house, not to face a problem, but to needs prostitute, so they isolate me by saying that you can't play with us because you are "Yeshermuta lij". My mother was insulted by a local man and my father's families, who said that for my mom it was not your problem that opened the tea house but that you wanted something else. In that rage, she makes my brother and I leave the house for a moment. I feel very sorry for our mother. Instead of caring for me, my father's

brothers and sisters used to insult me. My mother and I were excluded from selling tea and liquor. Because my father is a teacher, they ask me how she can do this job as a teacher's wife.

As we can understand from the above assertions, lack of acceptance among society is a big challenge for girls lived with a divorced mother. Those school girls were being challenged by society including their own relatives due to a lack of awareness. Though, as long as girls are the members of each family, and even the society, they need to be respected by the people so that they may have become better citizens in the future, and maybe donate their best towards the development of their country.

Lack of Adequate Time

Lack of adequate time was the other social problem that obstructs girls not to fully engage in their education. As the interviewees of this study confirmed, getting time to homework, attending in the classroom and in the opposite shift for makeup class and tutorial, reading in the library, and other activities was the big challenge they encounter due to their busyness in various household responsibilities like helping their mothers in routine house works and selling tea, local beer (Tella) and liquor as well as caring babies.

In connection to this, interviewee 4 forwarded the following idea

I have a hard time doing homework, studying, and attending shifts. I do my homework in the evening after finishing household works. I carry out all the house works because my mother is sicker. In addition, I host liquor and tea. I often also absent from school from time to time. Because I do not do my homework and do not read, my class participation and grades are low. My mother is so angry when she sees my results. But three years ago, we didn't have a problem with all this because we had a domestic worker.

And also interviewee 2 explains her lack of time as follows:

Because my mother is sick, I often miss school. In addition to selling liquor and tea, I had also other works to do. My brother is a baby, so I take care of him. So I don't have time to do my homework, I don't have time to study, and the house

where we sell liquor and tea is so small that it is not convenient to work. When my teacher asked me why I didn't do my homework, I was embarrassed and silent.

From this, we can understand that girls who want to engage themselves in education do not have adequate time for learning as they are busy with various household tasks. This interview version is similar to what interviewee 7 voiced concerning lack of adequate time for learning. It is presented here below:

I have a workload. I don't have enough time to do homework and study. I don't have time to think about education, especially since I sell "Tella", tea and "Arekie" on Fridays and Saturdays. I don't always go to school on Fridays because the day is the best day which the calendar of "Tella". On other school days, I do not attend an opposite shift in the school to take a supplementary education; I do not use the library, too.

From the above stories, we can understand that girls from divorced mothers have met various difficult challenges in relation to their mothers' poor way of life. Most of the girls' mothers have incorrectly aware of education and reached the wrong conclusion to girls cannot participate equally in education. In addition, the above participants' reports also show us how those girls are sorrowful from time constraints as most of the domestic tasks are covered by women. Though education is extremely beneficial to girls' self-esteem, knowledge, and skill, most girls who interviewed are not lucky to participate well in their education due to the household tasks at home.

Low grade attainment and lack of active participation in the classroom

This is another social problem of girls who lived with their divorced mothers. Due to the mentioned above the lack time the burden of household activities, they do not do their homework, reading and not use the extra time for their education. As the result, almost all girls interviewed on this issue explain their classroom participation and their result was low. Interviewee 10 mentioned her feelings that:

I don't have adequate time to do homework or study my lessons because I sell tea and local beer at home in each day. Education is the second activity for me. My mind is busy about that how much income I earn. As a result, my participation in the classroom is passive and my result is very low.

As interviewee 10 interviewee 9 also told about her educational performance:

I have a workload at home throughout the day. I can't focus on my lessons because of the burden of household works. In this case, I do my homework after 3 p.m. after I have finished my house work. So, I'm tired and I sleep without studying my lessons. As a result, my results are not as good as expected.

In addition girl 8 forwarded about her performance:

I am busy at home helping my mother, but I did not have enough time for school. I did not attend school regularly during regular school hours. I don't have enough time to read. I do not have time to study my lessons regularly or to attend the tutorial class and to use the library in the opposite shift. As a result, my class participation is passive and my results are also very low.

4.1.2.2 Economic Challenges

Taking adequate foods which have rich in nutrition, wearing suitable clothes, and having full learning materials are a necessity for school girls. However, girls from divorced mothers who participated in this study reported that they were suffered from financial problems including shortage of different learning materials, lack of suitable wearing clothes, and adequate foodstuff.

Lack of learning materials

In order to succeed in educational performance, full learning materials are essential for school girls because they have great values to achieve a good result at each educational level. Yet, many stated that they were unable to buy basic learning materials as well as other guide books as they didn't have money. Gradually, girls who are from poor single mothers' have got some learning materials from polite neighbors, friends, and relatives, and also their school supports occasionally if they got a serious problem. In line with this challenge, interviewee 2 who was from a deprived family stated the problem in the following way:

Basically, I don't have enough learning materials. Because when I asked my father to fulfill it, he is not voluntary, and my choice is to put pressure on my mom to buy each school materials. My mother also complained about what she was

getting money for. She said it is difficult to me to get extra money for your expense. In this case, I have to cry even to buy a pen.

From the above expression, we can understand that lack of money to fulfill learning materials was one of the challenges that schoolgirls from divorced mothers faced.

In the same way interviewee 3 stated that:

In my school life, I do not have complete learning materials in any school time. I don't have a guidebook and other supportive learning materials. The tools I now use are also being provided by the school itself and genuine teachers, by classmates, other interested persons. Although my stepfather is a carpenter, he can't support me because he doesn't get adequate work.

Interviewee 8 also set her serious problem in the following way

I do not have enough learning materials. I can't buy what I want rather I found myself begging for neighbors and from interested persons. I am using now whom my neighbors and other persons gave me. I need guide books to further reference, but it is difficult to buy it.

From the above result, we can understand that schoolgirls from divorced mothers remained facing the problem of getting the necessary learning materials due to their single mothers' poorness and the unwillingness of their father to support them. Even, when they bought some learning materials with support from friends and polite persons occasionally, they need additional materials like a guidebook, protractors and sports clothes. In that case, they think about poorness and resulted in the bad situation along with it resulted in bad feeling such as feelings of hopelessness and it resulted in unhappiness in their life situation.

Lack of adequate food

It is clear that adequate food is necessary for girls to learn attentively. But some participants stated that there is a serious problem in order to have adequate food before school and sometimes after school. And some others also told that they stay without food sometimes when no food in the home. Most participants claimed that due to their single mother's poorness no slaughter of sheep in the holiday rather they spend their holiday time either in the

neighborhood or with their relatives. As an example, interviewee 2 explained this issue as mentioned below:

I lack sufficient food due to a lack of income. If it is a market day, I eat breakfast in the morning and eat dinner at night. When I came home from school and if there is a customer, I do not ask my mom to give lunch to me. I am not excited during the holiday because there is no good ceremony. When I ask my mother why she doesn't buy a sheep in the holiday ceremony, she tells me that no one lives as a neighbor, but as a home (ሰው እንደ ቤቱ እንጅ እንደጎረቤቱ አይደርግም). We celebrate any holidays using only bread, we can't buy a sheep

The other interviewee 3 explained that:

Before my mother married my stepfather, we had an eating disorder. We didn't get enough breakfast, lunch, and dinner as well as necessary food items. When the holiday comes, we can't buy a sheep for it. I remembered I had cried to my mother to give bread for me on the holiday but my mom hadn't any bread. Suddenly my aunt heard me crying. As soon as she brought me some bread from her house and she made me stop crying. At that time, there was no meat in the house as well as bread for that day.

From the above two interviewees, we understand that they didn't get adequate food on time as well as in the holiday they didn't slaughter a sheep, even they didn't have bread that day.

In the other way interviewee 5 told surprisingly that:

In my home, there is a series of food problems. We can't feed our meal on time and we can't get sufficient food for the family members. We are five family members in the house, so we sometimes eat one Injera dividing into four pieces. My family and I are familiar with this habit and adapt to the problem. Sometimes when this is gone, we buy bread and eat it.

Interviewee 8 also her food problems that as follows:

So we are very poor that we have a shortage of food. There are times I don't get enough to eat, and even sometimes I don't eat my dinner. My mother works walk around the house and bake dry injera and roast "Dereqot", and her job is low

paid, so there is not enough food in the house. We eat what we find a hand to mouth.

In the same way interviewee 12 stated their serious problems of shortage of food that:

My mother works in the Animal Husbandry Association by gathering cattle dung in the morning and at night, due to this our income is very low. We do not buy more than two kilos of grains by this income. So I have an eating disorder, I can't get enough meals on time. Therefore, the day I get food, I can eat. If it is lost, I go to school without eating. This is a challenge life for me. As a result, I sleep when I'm hungry in the classroom that makes me passive.

As the whole interviewees mentioned above, the interviewees exposed that lack of enough food was among the challenges that girls were faced. Unable to get the appropriate amount of food on time made the girls get tired to follow up their lesson attentively and could not expect good results. Generally, lack of adequate amount of food and lack of balanced diet were the fundamental reasons that diminish the success of schoolgirls in their educational status.

Problems of clothing

Wearing suitable clothes is a basic need for human beings. But some girls mentioned that they couldn't buy any dress by their interest due to their divorced mothers can't get enough money. As they explained most girls' fathers are not voluntaries to buy clothes for them. In this case, they wear only school uniforms every time even outside school or wearing the worn-out clothes of other friends. For example, interviewee 5 expresses seriously that:

No clothes I wear from my parents. I wore my neighbor's daughter had given me what she used and worn-out clothes. Even though my father tried to dressing me the uniform 5 years later, he still embarrassed me by giving me an old design uniform to discount, not because of my desire. I can't wear what my friends are wearing and what I want. Even I've not had a hair tie. I can't also wear the shoes I want. As a result, I am embarrassed to learn in class room that my classmates despise my wearing style.

In the above expression, we understand that girls in school feel inferior due to lack of dressing. As a result, this inferiority influences their classroom learning generally and in their way of life particularly.

Different informal fees in school

As we know education is free from any fee in primary schools. But there are different types of informal and temporary school fees students can contribute in their classroom or in the school such as for classroom cleaning materials, worksheets, exam papers, and other fees. Though these fees are easy in cost, girls from divorced mothers can't pay regularly due to a shortage of income. So, girls prone to bad feel as they can't pay this easy expense that they are picking them up from their friends. In this case interviewee 2 told as follows:

In the school there are many informal fees for buying cleaning materials, contributing for clubs, for classmate In the school there are many informal fees for buying cleaning materials, contributing to clubs, for classmate get to gather ceremony, and so on. For these expenses, I ask my mother to provide me in each event, she promises me and says I will give you on Tuesdays and Saturdays then leave it. I will be absent from school to spend the last payment day. get to gather ceremony, and so on. For these expenses, I ask my mother to provide me in each event, she appoints me and says I will give you on Tuesdays and Saturdays then leave it. I will be absent from school to spend the last payment day.

Another interviewee 11 also told that:

When I am asked for school fees, I can't pay because I have no money. Rather, I took my mother to school and connect her with the school communities either the teachers or students or other concerning bodies related to fees, then my mom tells the truth that I can't pay any school fee. So, I don't pay.

In the above two interviewees told their mothers weakness in the economy as well as their father far apart from them exposed them for bad fleeing even in this simple expenses.

4.1.2.3 Psychological Challenges

For example, the participant's interview account indicates, girls from divorced mothers were facing some psychological challenges including stress, loneliness, thinking suicide, and hopelessness, etc. All these psychological problems are discussed hereunder.

Stress

Stress is another psychological challenge that is negatively affecting their morale. In this regard, interviewee 9 shared her experience by saying:

When my father was accused of raising a child and had to be a deduction of his salary every month, he angry that he wasted money. I dropped out of school because I was threatened with assault when I returned from school. We fled from the countryside to the town. As a result, I worry a lot. While I am studying, I think that my mother and father will have fought, and I would not have had all this trouble. If I saw my father walking down the street, I would far apart from him and walk away. I go to school in fear always, he may order someone to kill me.

And also interviewee 2 stated her life situation as follows:

While I was in school, I thought about the problem at home. I wonder if my dad might kill my mom while I was at school since my mom had accused my dad. My dad sold the house which is a common asset of mom fraudulently and my mom was forced to rent a tea house with her children. When he was asked by the elders to share her common asset, he disappeared on the day of the appointment. Why did you accuse me of elders? And dad comes in at night and threatens her. She cries when she is abused. Then I am very worried. As a result, I wish to die.

The above psychological challenges of girls show that after divorce mothers conflict with their assets and disagreed about their children's future life but the asset is taken by the husband on the contrary the children give on the wife forcefully due to patriarchy. The husband threatened his wife as well as the children because he cares about only his asset. In this case girls from divorced mothers expose to stress.

Hopelessness

Hopelessness is the other psychological challenge that declared the interviewee of this study. It can happen due to numerous reasons counting lack of income or deep-rooted poverty in addition to some girls also by their academic performance. In connecting with this problem, interviewee 7 shared her experience as follows:

I am angry about my poorness, I despair. I wonder how long I would live with my mother, who was suffering. I sometimes think that I can drop out of school and

move another place to get enough money and help my mom then I can confront our shortage of income.

In addition to interviewee 10 connecting the problem not only about poorness but also by lowering her academic performance

I feel anxious, lonely, frustrated, in addition, hopeless about my education. My previous results were good, but now I have decreased my academic performance. When my teachers asked me why I was decreasing in my academic performance, they do not understand my problem and they interpret it in a different way. But this is the challenge I suffered the lives that experienced. So, I think for the future this is my stupid life.

Loneliness

Leaving only with single parent without a father is disgusting. As girls mentioned about their life experience growing up without a father is very serious psychological harm and always feeling loneliness. It was the problem that challenges interviewee 4 as she stated in the following way:

When my friends are living with their mother and father together, I feel very alone without a father because I am only with my mother. With that in mind, I am diagnosed with gastritis at an early age by over thinking. I sometimes sit alone and thinking why my parents separate after my birth. Everything is not excited me in my life. I lack the confidence to complete my learning in this situation.

Likewise interviewee 6 stated that:

In the school there are parental assembling in each two months regularly. When the school principal told to bring our father to school, I was upset that my father was not with me. So, I feel I am lonely. When the holiday season comes, I feel sorry at home because the neighbor daughters were bought clothes and other things by their fathers.

Thinking Suicide

As one of the participants mentioned below, thinking suicide was one of the psychological challenges that she experienced in her disgusting life.

When my mom leaves from the house, I break utilities and cause other problems. My mom was suffering alone and is rearing me, and I would think that why am I causing so much trouble with her. I feel lonely every time the market disappears. Sometimes I wonder if I can go to Addis Ababa and solve my mom's trouble. Sometimes I think after completing school, I think I will build a house for my mother and solve any trouble for her, but in this case, I can't pass the condition how it would be when the cost of living and the market is high. The problems are increasing day to day. In this case, I sometimes think of suicide (Interviewee 1)

Homesick with father

During interviewed most girls claimed that dislike their father because they said that my father never asked or supported me whenever except to give birth to me. And some others also I don't know my father physically. But some girls on the other side mentioned that they homesick about their father and eager to meet with them. For example interviewee 10 remembers about her father express as follows

I miss my father when I remember him. During the holiday, I feel inferior because my father is not with me and nothing is done for me when the neighbors of our neighbors' daughters accessed different things for the holidays. If my father comes to visit his family once a year, I meet with him. But he doesn't give me anything. My mother tells him not to come if you don't help my daughter. She says to me he is not your father and he doesn't know you, as she gets angry. I suffer in this way, too.

In general, from the above stories, one can assume that psychological problem is one of the challenges that girls from divorced mothers faced. The psychological problem of girls with single mothers can be displayed in form of endeavoring of stress, suicide, loneliness, and hopelessness, and homesickness with father.

4.1.2.4 Sexual Harassment

Despite the culture of hiding, some participants of this study have disclosed experience of sexual harassment because their divorced mother's income-generating mechanism is by selling alcohol and tea so girls must involve in this hosting activity. The experiences of sexual Harassment reported by girls from divorced mothers ranged from Sexual Abuse, verbal

deception, and unwanted body touching. The main perpetrators of sexual Harassment in this study are drinker customers. Sex-based violence is a common and abusive practice for all the women involved in the selling of local beer, liquor, and tea in pubs.

Sexual Abuse

Sexual abuse happens when a woman is sexually harassed or tried or exposed to an act that is not based on her wishes by one or more men. Usually, it is reflected more on women who are involved in pubs. Society considers them having sex with various men behind selling alcohol to maximize their income. By using the fact, the workplace is unsuitable for women as well as girls. Most men use deceptive promises such as providing them with enough money for another better job and facilitating a better workplace and residence. During my site demonstration work of pubs, I confirmed that the problem they raised regarding sexual harassment was true. The girl who involved in selling traditional drinks is young. Although sexual abuse by men is not forbidden and condemned in most cultures and religions of our country, physical touch, forcing them to sit in close contact, and the use of sexual sign language are the common ones. Regarding sexual harassment, Interviewee -4 explained that:

I am constantly harassed. For example, one day a man was watching my mom exit from our home then he comes and asks me to need drinking. I gave him liquor. But he came for another issue that he satisfied his interest by harassing me. Then, at a moment he grabbed my hand and twisted me. I bit his hand and let go of my hands and sat outside. Suddenly someone else came; I entered the house and continue my activity. I escaped danger then.

In the same way interviewee 1 explained her come across that:

The drinkers tell me that why I am suffering so that they will promise to rent a house for me individually and teaching me in a private school as well as they will marry me. They tell me that if my mom does not allow it, they will abduct me away. When I refuse them, they threaten me and then they take revenge on me. One day a person enters to sit at home and he ordered me to make tea for him and then he twisted my hand and I poured boiling water over his clothes. When he complained to me about why I was poured the boiled water. But the people

around the neighborhood also insulted me by saying that this naughty girl was pouring boiling water on a person.

From the explanation of the above participant, we can understand that sexual abuse is one of the challenges girls face working at their mother's pubs. They are subject to various sexual abuses. Girls who are less able to bargain power and have less financial problems are more likely to be victims of sexual abuse by drinkers.

Verbal Deception

It is a custom event for drinkers promising for traditional pubs by saying they promise to give much money, they marry them, buying jewelry and even buying a residence house, etc, to attract women in their money. This verbal deception is also common in girls from divorced mothers' pubs during hosts them. Some girls in this way come across challenges in their mothers' traditional pubs. In this case interviewee 4 from interviewed stated as follows

One day, someone watching my mother exit our home. Then he came and confirmed that my mother had gone to another place to spend the night and he ordered a drink. I gave him liquor and he gave me 50.00 birr and when I returned 25.00 birr, the man said please take it for yourself my dear I would not accept it. It was late in the evening and he refused to leave until 4 pm. I called the neighboring children and drove him out.

In the same condition interviewee 10 forwarded that:

Sexual harassment is rampant me. When drinkers drink alcohol and pay my bills, they tell me I don't need a refund. One day a man came to me and told me that my brother had gone to the countryside and that my mother had gone to church then he said me please give me liquor, and then I was hosting him politely. Then he asked me to sit down and talk with him by grabbed my hand. He tries to deceive me, don't be your mother suffering in this stupid life, rather I shall give you enough money.

From the above explanations, we understand that schoolgirls exposed to sexual harassment due to their divorced mothers' economic problems in order to help their mom in income-generating activities.

Unwanted body touching

Girls who were involved in the study reported that it was common for women subjected to unwanted body touch especially sexually sensitive body parts. The fact that they are young women working on selling alcohol has made them vulnerable to this practice. In addition, the fact that most of their customers are drug-addicted, single, and daily laborers has made this problem even stronger. Four out of twelve girls who participated in the in-depth interviews of this study stated that they were at risk of this problem. Unwanted physical body touching was demonstrated when they are hosting local beer and liquor is a major part of the routine, such as hugging and kissing the neck. In line with this Interviewee -2 in shared their story:

I was sexually abused by people who came to drink alcohol. When I was hosting liquor and local beer, they told me to sit down by touching unwanted body parts like my breast, buttock, and my neck and they tell me to spend the night with you today. To my surprise, all the older ones were bothering me. I cry when all this is happening.

Interviewee 4 also told during interviewed that:

Most drinkers have been come to my house not only drinking alcohol but also hoping another interest that assume in each drinking house there may be sexual benefit. When I bent down to host, my breasts and buttocks repeatedly touch by customers. This is a common event for me. The drinkers assume that if there is alcohol in the house for selling, the seller needs extra money from the customer due to sexual benefits.

From the discussions of the above participants, we conclude their opinion indicates that Unwanted touching is one form of sexual harassment, and girls who work in the mothers' alcohol selling house are exposed to different unwanted touching by their customers. Unwanted physical contact with men has led to widespread psychological exposure to girls involved in sex work. Girls who do not want this physical contact also have a negative impact on their daily income. Although it doesn't include all of their clients, sexual assault against girls is a serious problem for girls working local beer and "Arekie" in the pubs.

4.1.3 Coping mechanisms for challenges

This section is a part of a solution that addresses the challenges and problems of schoolgirls from divorced mothers. Most participants in the study stated that there are many problems facing in their life experience. But they are tried to overcome the problems they face and to work on strategies that address their problems. They alleviate a solution to their problems by accepting it and not counting it as a problem, and through patience, protecting them as much as possible. Some participants do additional income-earning activities to enhance their income for living expenses and savings.

4.1.3.1 Coping for Social Challenges

As it declared in the earlier section that discourses about schoolgirls from divorced mothers challenges, they were experiencing dissimilar challenges coming from their mothers as well as the community at huge. Meanwhile, many people supposed girls from divorced mothers are undermining because of their mothers' problem, but girls from divorced parents are struggling to cope up with this problem. Unambiguously, lack of adequate time for learning, lack of learning materials, lack of school fees, and low grades and low participation in the classroom are the social challenges that the aforementioned girls tackled. In this case, girls try to improve the specified main challenges. The following approaches used by girls to cope up with the above-revealed problems.

As it is mentioned by interviewee 3 below she used a good mechanism to cope up time problems she faced earlier.

To solve time constraints, I hold one of the twins on my back, make the other sleep. Then I do my homework and read a little.

Interviewee 4 also solve her lack of time she mentioned her mechanism below

Even though I have many problems, I try to calm myself down and forget about problems. I do my homework in the evening after 4 p.m. If I don't feel comfortable, I'll go to school early and work it. I have little read time; I use my aunt's house to read and to do my homework.

The two interviewees' mechanisms to solve social challenges are as follows:

I convince my friends they don't insult me in different ways and they accept my point. They also explain it to other friends. Despite the pressures of work, I was

able to do my homework part-time at night. And also I do my homework until the teacher comes in. (Interviewee 10)

I go to church and pray when friends are bothering me. I tell her that I have a dear friend and that she is going to warn them. Otherwise, I go home and do my work. (Interviewee 12)

As the above contributor explained, girls used as assortment approaches to walk off with the problems they faced in relation to social challenges. The other instrument specified here in this sub section is accomplishing good outcomes in their education.

4.1.3.2 Coping Mechanism for Economic Challenges

Schoolgirls need learning materials, wearing clothes and school uniforms, adequate food, and some expenses for different school fees. In relative to the lack of such things mentioned above school girls from divorced mothers tackled economic problems. Accordingly, to cope with this challenge, they make income-generating activities as much as possible as a means. In this way, divorced mothers cope with the economic challenges they create income-generating jobs that work with their girls together. Some of them are working daily labor house works such as baking dry Injera and selling it, baking Injera and roasting “dereqot” (ደረቆጥ) for other people in daily wage, other divorced mothers also by selling local beer, liquor, and tea in their home as well as girls in their spare time they do handcrafts and selling it, washing clothes and cleaning houses go to the house to house and also doing the above income-generating jobs together with their mothers. But as we know nowadays the cost of living is very high their jobs income and wages are not cover their expenses. Girls use additional systems especially to fulfill their learning materials, clothes, and other expenses by asking their friends and relatives if the problem would be serious. This is well articulated by the narration of the following participant;

Even if we don't get out of trouble, to earn money my mother goes around the house and baking dry Injera and roasts "Dereqot"(ደረቆጥ), and after school, I also go from house to house by washing clothes and cleaning the house. (Interviewee 8)

In the same way, two of the interviewees clarifies the following mechanism:

When I haven't any clothes, I am asking a neighbor friend to give me what she had worn before and left behind. In order to solve the shortage of food, we try by selling local beer and by leasing the floor to tenants to get income, so we can get our little food from this income. When I am asking my neighbors to buy me learning materials, they volunteer to fulfill them. (Interviewee 5)

The school helped me buy learning materials for two years. My grandmother has also supported me for a year, and when I was in a trouble, I ask to get my parents to support me. Because my stepfather has rural irrigated land, he earns a living by cultivating the garden and he works daily as he finds a job in this case I find my food. (Interviewee 3)

4.1.3.3 Coping Mechanisms of Psychological Challenge

Girls from divorced parents mentioned in their interview time, they cope with their psychological challenges are by playing different games from their neighbors' daughters at their villages and school friends at school as well as their little babies in the family. In another way, they also forgot their psychological problems by doing some activities such as doing homework, writing poetry, drawing pictures, watching movies, and helping their mothers and neighbors' household activities. Some girls also solve their homesickness with fathers by visiting them on a holiday and at a convenient time. In this regard three participants mentioned how they cope with their psychological challenges as follows:

I feel lonely, I enjoy playing with my twin sisters. I forget loneliness at school when playing with my friends. When my father misses me, I visit him on a holiday or at a convenient time. (Interviewee 3)

I have negative feelings in different ways, I try to forget by drawing a picture and writing poetry. In addition, I spend time playing with friends. (Interviewee 6)

When I feel lonely, I go to my neighbor's house and help her by doing some housework. If I don't have a job, I read. When I have time, I play with a neighbor's child. As a result, I forget about my psychological problems. (Interviewee 9)

In the above three interviewees' expression, we understand that despite girls suffer from psychological problems they can cope with different mechanisms such as by playing with

friends, doing their individual work, and helping their families as much as possible in their spare time. Therefore they forget their psychological challenges if they are busy at any time

4.1.3.4 Coping Mechanisms of Sexual Harassment

Some divorced mothers are choosing income-generating mechanisms by selling local beer, liquor, and tea in their rented home. But this type of challenge for sexual harassment of them and their girls because the social culture is sex can be exploited wherever alcohol is sold, and the scars on girls are not insignificant. However they haven't any alternative jobs to this problem, rather they tried to cope with their challenges that when the harassment occurs they announce their mother to take an action of drinkers and girls for themselves to use their protection mechanism to pass the danger. For this assertion, we can prove the following girls mentioned below.1When I told my mother customers try to harass me, my mother had informed them that she would be announced to the woreda women, youth, and children affairs office and she will prosecute them to the woreda court then they fear and stops their action.

When I told my mother customers try to harass me, my mother had informed them that she would be announced to the woreda women, youth, and children affairs office and she will prosecute them to the woreda court then they fear and stops their action. When my mother is away, I hosting what they want for the drinkers and sit outside. If there is a risk, I will call my friend and ask her to come with me. (Interviewee 1)

When I have a problem, I tell my mother and if only one person is going to drink, I will sit outside, and then I will call my friends near to me because I know people who are interested in harassment. (Interviewee 4)

I am informing my mom of the harassment and she warns them to stop it. There is no harassment when there are many people. If only one person comes in, I will sit outside otherwise call a friend. I will give my mother as soon as the bonus who drinkers left it. (Interviewee 10)

From these interviewees' challenges, we understand that even though they are schoolgirls and teenage girls they coped with this bad problem in a crisis way of life.

4.2 DISCUSSION

4.2.1 Challenges of Schoolgirls from Divorced mothers

Even though most schoolgirls from divorced mothers are learning in the government schools of Bahir Seged and Debre Work Primary Schools, the current study identified that they have been facing many challenges. Those challenges are social, economic, and psychological, and some girls also suffered sexual harassment according to their divorced mothers' work conditions. Studies in different researchers conducted a major drop in economic well-being, frequent residential moves, changes in the social environment, and other instability-generating factors have the potential to undermine children's outcomes (Amato, 2010).

Thus, divorce affects the economic, social, and psychological well-being of the children and the relationships with their parents, teachers, or friends, this disturbance may translate into lower levels of socioeconomic attainment and physical and psychological well-being in adulthood (Harkonen, 2013).

4.2.1.1. Social Challenges

As the outcome of this study displays, school girls from divorced mothers were fronting a number of problems due to different social challenges including social stigma or low social acceptance, lack of time for learning, societal misconception, low classroom participation, and low-grade attainment. There are some studies that have corresponded to this research finding. For example, in a study conducted by Yongmin and Yuanzhang (2002) the negative impact of divorce is much higher on children than any other groups. It leads children to stressful experience in their social and educational activities and greatly damages their holistic life, stages of their future.

Amato and Cheadle (2005) discovered that conflict of words in marriage erodes children's ties with each mother and father, regardless of whether or not the wedding ultimately leads to divorce. For school girls, one of the other major barriers related to their education is lack of time due to help their single mothers in economic activities and to cover the household activities. In this case, they couldn't use their school time and opposite shift properly and they couldn't also do their homework at a time. So, schoolgirl's damaged in their academic performance in classroom participation and achievement of good results.

Likewise, a study by Jeynes (2005) also suggests that psychological and economic effect has a negative effect on the academic performance of children. Children from divorced family score low results in their academic career and also they have lower motivation. In other words, children of divorced parents would be less capable of finishing school projects, face more challenges, concentrating in complex tasks, lower academic results in languages and mathematics and lower level of responsibility.

Moreover, other researchers are corresponding to this current study like Bertram (2006) confirms that marital dissolution forces families to adopt a new structure and often requires parents to increase their working hours for additional income, thus making it harder for divorced parents to get involved in their children's school activities. Poor academic performance in children in divorced families were associated to poor parental involvement. Divorce and separation correlate positively with diminished school achievement and performance.

And also Daniel Potter (2010) explains that elementary school children who experience parental divorce have worst academic result and activities than intact family children. Children exposed to unilateral divorce usually show poor academic performance during their adulthood. Children have lower educational aspirations and test scores during the process of their parents' marital disruption. Children of divorced parents are also more likely to be held back a grade and have lower grade point averages. (Evans, et al., 2001).

4.2.1.2. Economic Challenges

Economic challenges to accomplish the required learning materials, clothing, food and other related school fees were problems of schoolgirls from divorced mothers. Economic problem is a meticulous challenge to girls from divorced mothers for the reason that they have many things to be fulfilled. Particularly, schoolgirls from divorced mothers who belong to the deprived family got into the economic problem to accomplish required learning materials. Based on the findings of this study, schoolgirls were facing a problem due to different economic challenges to accomplish the abovementioned learning materials, clothes and lack of foods. There are some practical studies which focus on how economic problems were challenging children to learn in their education. Girls from economically disadvantaged backgrounds can find the costs associated with learning materials, clothes, food, and other

school fees unrealistic for their families. Girls are often out of school to work and provide income for the family.

Single mothers encourage their daughter to do housework and other income-generating activities that bring money to the family that as they do in each workplace either in the home or in the marketplace anywhere. For example, a study conducted by Serkalem (2006) economic hardship also makes it difficult for custodial parents to provide educational materials, adequate food, home environment, and other resources to facilitate children's academic attainment. The monetary trouble of a rustic has round relationships with divorce and all the problems are interrelated and interwoven. Divorce has destructive impacts on individuals and society in economic situation (Serkalem, 2006).

Brave et al (2012) bounded that rationally parental divorced youngsters face trouble to get medical care that the child's medical prices now no longer blanketed with the aid of using coverage as tough to be divided and the way childcare expenses are allocated. There are many parents during divorce process do experience threats to their financial circumstances. Moreover, children in single-parent families lack support, efficient supervision, self-esteem, and relevant role models as a result of losing frequent contact with one of the parents; taken together, all these factors they impact children's life chances negatively (Amato & Booth 2001). Fagan and Churchill (2012) divorce reduces household income and deeply cuts individual earning capacity.

Another problem which was mentioned by the present study participants was the problem of poor food intake. Economically poor divorced mothers can't have access to nutritional food and lack of knowledge about the essentiality of nutritional food was for her schoolgirl among the reason. Study by Nikolis and Zatand (2015) conducted that divorced women having children are vulnerable to many difficulties in life. In this regard, management of children including their socialization and economic fulfillments are highly difficult tasks for divorced women. Women suffer from emotional and economic problems; as a result, such women face significant problems while socializing and economically taking care of their children (Spillman, Lorenz, Wickramma, 2006; Parveen, 2010).

Divorced women are less able to provide their children with appropriate and hygienic food, water and shelter as well as pocket money and other personal expenses (Kotwal and

Prabhakar, 2009; Saleem, 2012). Further, divorced women facing significant economic problems are unable to provide their children with quality education and consequently, they suffer from lack of educational aspiration and perform weakly in educational stream (Sun and Li, 2002).

4.2.1.3 Psychological Challenges

As it was verified in the present study psychological challenges was one of the main problem that the schoolgirls from divorced mothers were facing to the challenge. Girls lived with their divorced mothers suffered with stress, loneliness, anxiety, torture etc of challenges due to their economic poorness and social stigmas and psychological damage like they lived separately with their father. They observed other children in the neighbor or their school, they are living in a better way of life in the contrary girls from divorced mothers are living in a bad way of life. So they compare themselves with children from intact families as their life is complex to survive.

There are few studies which conducted in relation to psychology of children's. For example, the study conducted by (Shaffran, 2004) the psychological effects of divorce on children can be devastating. The tremendous impacts of divorce can cause stress which lead the children to anxiety, depression, delinquent behavior and substance abuse, even there are times where the children attempts suicide. And also, a study conducted by (Hines, 2007) parental separation can change the attachment style of a child have with his/her parent. It also makes a child to have feeling of anger, resentment and confusion, which can alter the child's ability to form meaningful relationship. This is one impact divorce can take on adolescents, after a parental separation.

Family structure plays an important part in helping an adolescent adjust and understand to the changes in their life and body. And also (Barrell, 2004) conducted the negative effects after separation that can happen to the parent child relationship such as less time together and the degree of closeness and poor quality relationship with parents after divorce relationship, more fear and anxiety, less trust and happiness in love. From all the literatures what we can understand is children's psychological reactions to their parents' separation in degree dependent on mainly three factors: the first one is the quality of their relationship with each of the parents before the separation. Secondly, the intensity and duration of the parental conflict

last, the parents' ability to focus on the needs of children's during the divorce process or after the process.

4.2.1.4 Sexual harassment challenges

Girls from divorced mothers are always victims of sexually abuse, and they are excluded and marginalized. Members of the community give them unwanted names which doesn't represent. The community also shows a tendency of excluding and considering them as a prostitute because of selling drinking alcohol to solve their economic problems. Moreover the community gives less value for them in social status and they and their families are subjected insulting. The negative stereotypes thinking close to sex has been brought pressure with their customers. Drinkers are influencing especially girls during in hosting time acts unwanted behaviour by using verbal embarrassment, touching unwanted body parts and promise in deception.

The study identified that the community considers girls and their mothers who engaged in selling drinking alcohol to earn business as prostitutes with the cover of this work. As Morgan and Martin (2006) many saleswomen said that they automatically encountered a sexualized workplace. Frequently, girls' with inside the beverage enterprise had been uncovered to pornography, girls in business and client items had been compelled to have interaction in sexual banter, and girls in a number of industries said that clients stressed them as a test.

Sexual harassment is a show of power that supposed to intimidate, coerce, or degraded any other worker (International Trade Union Confederation, 2008). The take a look at finished with the aid of using Kurian and Kumar (2014) confirmed that running girls with inside the personal zone were sexually stressed or teased even as on duty. Furthermore, IMF (2018), the record determined that girls automatically paintings for decrease wages and in hazardous conditions, such as the danger of sexual harassment.

4.2.2. Coping Mechanisms of Schoolgirls from Divorced mothers

As this study indicates that girls were experienced different challenges that include social, economic, psychological, and sexual harassment-related. To survive girls used different coping mechanisms to overcome their challenges. However, as per the knowledge of the researcher concerned to used empirical study that supports the result of the finding. The result of the finding displayed that girls from divorced mothers faced different challenges in relation to social, economic, and psychological. To solve their social challenges girls discussed to

their mothers and by adapting and tolerating what they hear from the negative thinking of the society. As they are schoolgirls they lack time to do school activities but they tried to do things overtime at the night. The study conducted by Ahrons (2007) therapeutic reading and teacher assistance, parents can also help their children cope with divorce. Parents need to focus on the children's needs during a divorce and after as well as staying involved and in contact with the teacher. Parents need to be positive role models and minimize their conflicts and hostility. Parenting skills need to be worked on and interventions should be considered

Children want to apprehend that they're now no longer by themselves in coping with their emotions and that different children are experiencing the divorce of their households as well. Parents want to concentrate on their children approximately their precise minds and emotions. It is likewise critical for mother and father and college counselors to assist kids to increase coping techniques to address their deep emotions approximately divorce (Golden & Henderson, 2007). Parents, children, teachers, and college counselors all want to paintings collectively to aid the kid during the degrees of divorce to make certain academic, personal, and social growth.

To overcome economic problem participants of the study, do different tasks in their life time at home by selling drinking alcohol and outside the home by cleaning neighbor's house as well as washing clothes to cover their low income. In addition, some girls also solve their financial problems such as by making and selling handicrafts of sofa and control buffet. They also sometimes supported by neighbors, friends, and relatives if the problem couldn't solve by their capacity.

According to Lansford (2003), children's age at the time of their parent's divorce, the length of time since the divorce, children's demographic characteristics, and children's adjustment prior to the divorce are some of the factors which moderate children's adjustment or coping mechanism. However, the magnitude of these effects appears to depend on the indicators of adjustment or coping mechanisms of the children after the divorce (Prior, Sanson & Smart, 2005). Despite many researchers suggest that divorce has a tremendous effect on the lives of children, there is considerable evidence that these effects do not operate in the same way for all children.

To confront the psychological challenges girls take different corrected actions by themselves. To solve these problems girls by playing different games from their neighbors' daughters at their villages and school friends at school as well as their little babies in the family. In another way, they also forgot their psychological problems by doing some activities such as doing homework, writing poetry, drawing pictures, watching movies, and helping their mothers and neighbors' household activities.

In this regard, researchers conducted their studies. Grover (2005) suggests that advocacy by children can help to buffer them psychologically against the results of living in an adverse situation, through the result of children seeing themselves as exerting power rather than being victims. Other protective factors that arise within the child are self-regulation or self-control, intelligence, and success at making friends (Alvord & Grados, 2005). In addition, emotional regulation and effective coping skills are seen to be strong contributors to resilience (Benzies & Mychasiuk, 2009).

From the perspectives of theories some of the findings of this study revealed that schoolgirls from divorced mothers lack opportunities to learn successfully, by lack of social acceptance, lack of time to facilitate their education to help their divorced mothers work, lack of income to fulfill the supply of learning materials, and lack of basic needs in the poor income levels of divorced mothers, and also lack of satisfaction by their life because their mothers are divorced and they forced to live their single mother without supporting of father that aforementioned problems the presence of family conflict.

Regarding the challenges which includes economic, social, psychological, and sexual harassment are big problems for girls. Liberal feminists believe that women have the same mental capacity as their male counterparts and should be given the same opportunities in political, economic and social spheres. Women should have the right to choose, not have their life chosen for them because of their sex. Essentially, women must be like men, unless women will be forced to keep on marginalized them and participate in different illicit activities (Friedan, 2010). By taking into consideration of such assumptions of liberal feminist theory, the researcher inductively related the research output of the study with liberal feminist theory instead of many other feminist theories

CHAPTER FIVE

5. CONCLUSION, IMPLICATION AND RECOMENDATION

5.1. Conclusion

The schoolgirls from divorced mothers from the two primary schools are aged from 13- 17 years old. The current study explores their lived experiences who lived with their divorced mothers. In the study, no one girl has good opportunities in social, economic, psychological, and other means of way of life. The dissolution of parents have directly damaged the whole family in the home, especially schoolgirls are attacked more by their separation of parents that they faced to the problems of social acceptance, work burden to solve economic problems that influence their time of learning and related learning activities, economic problems to manage their basic needs (lack of suitable wearing clothes and lack of adequate food) and lack income to fulfill learning materials, and psychologically damaged by their father absence and not support them.

Due to their parents divorced and most of their mothers are poor as well as their low-income jobs the society, their school peers, and neighborhood children undermine them in their social life. Girls in any activities embarrassed what they insulted and isolated from society. By their divorced mother job who sells tea and drinking alcohols, the society considered them as a prostitute. In this case, schoolgirls in the school and outside any environment insulted by the society and their peers by saying ‘Yeshermuta lij’ (የሽርመጣ ልጅ), ‘Yegalemota lij’ (የጋለሞታ ልጅ), and ‘Yeset lij’ (የሴት ለጅ) cultural bad words.

In another way, girls lack time to attend seriously their education due to the burden of household activities and to sustain their hand to mouth life situation by doing the tasks their divorced mothers' low-income work activities in their home selling tea and drinking alcohol, and out of the home by doing daily wage activities. They lack also income for some informal school fees and they feel inferiority by their lives of poverty.

The lives of the divorced mothers are based on low-income jobs like selling tea, drinking alcohol, and daily labor works that faced schoolgirls to shortage of income to fulfill learning materials, and basic needs. This economic trouble has ruined the girls’ lives. This condition has led to girls to some extent begging and seeking help to supply their basic needs and school

learning materials from society. To surprise, most girls' fathers do not support them either economically or morally. The only fathers' contribution is to give birth and call them by their names. By this bad culture, children are the first victimized generation in this local region.

Schoolgirls also suffered from psychological problems that facing their stress, loneliness, committing suicide, and hopelessness, etc. in one side by their mothers divorced and in another side in relation to the problem exposed them for poverty life. This way of life is influencing their educational performance to become low-grade attainment.

In addition, some girls from their divorced mother-related jobs facing to sexual harassment by their customers during the coming to drink local beer and liquor in their pubs. During they serve the drinkers harassed in different ways by touching unwanted body parts, gives deception, and verbal abuse this might lead girls to an ugly life journey that they do not want.

Girls in the study area used different coping mechanisms to deal with the above various challenges they faced when they lived in this way of life. Commonly, they confront their social challenges by adapting and self-control from society and their peers' contempt and exclusion. Even their divorced mother jobs based on a low income, they try to confront their economic problems and they also solve the severe challenges of income they confronted with their relatives and polite peers become supported rarely. Schools also occasionally supported them school supplements as well the residence kebeles (but this is temporary for a few girls). To cope with psychological challenges girls take their self-adjustment playing with peers in the school and in the neighborhood, doing activities related to their lesson, and sometimes helping their neighbors in household works in their spare time. To confront their sexual harassment also take measures to inform their mothers at the moment and when the harasser was coming the home they take risks by themselves.

To sum up, girls who are living with their divorced mothers faced a lot of challenges and not enjoyed any opportunities. They have also used their own preferred coping strategies to mitigate the above-mentioned challenges. Therefore, various interventions are demanded to improve their life situations.

5.2. Implication

In line with the major finding of the study, the following Implications are forwarded;

- ❖ The Woreda Educational Office and the schools should be identify girls from divorced mothers to overcome their multidimensional problems by training how to solve their social and psychological problems and they provide permanent support to alleviate their shortage of school tools as much as possible.
- ❖ The Woreda Women, Children, and Youth Affairs Office should be understand the challenges of schoolgirls to provide essential training for them and their mothers to come across their life pattern by connecting them with NGOs to support economic problems.
- ❖ Divorced mothers are living at a low level of income in the study area. They are in trouble to care for their family in addition they have no capacity to learn their children in an appropriate way because their low-income level based on daily wage labour and selling alcohols so the woreda government and non-governmental bodies should create them permanent and income-oriented jobs that should be changed their life span.
- ❖ Teachers provide special attention for these schoolgirls to understand their severe problems to follow up their lesson attentively, guide them to true direction, and score a good result to change the future life in order to motivate them to complete their school as much as possible.
- ❖ The woreda government as well as non-government organizations should aware of the local region communities changing negative thinking of the divorced family living standards replace by a good culture of socialization to minimize the exclusion and marginalize the divorced families rather than support them in different aspects of their life situation.
- ❖ Any concerned bodies in the study area need to work hard to minimize the divorce rates of parents before and after marriage. Even so, when divorce occurs, the law

requires that fathers fulfill their obligation to care for and raise their children especially girls

- ❖ Last but not least, future researchers need to see the challenges and coping mechanisms of the lived experience of schoolgirls from divorced mothers at each region, zones, and woreda levels of Ethiopia, since this study focuses only on Debre Work Town, Enarj Enawga woreda.

5.3. Recommendation

- ✓ The researcher recommends that the Woreda Educational Office should identify schoolgirls from divorced parents in each school to alleviate their challenges by providing permanent supportive mechanisms and make the schools create suitable conditions for those girls
- ✓ The Woreda Women, Children, and Youth Affairs Office should hard work to support those schoolgirls from divorced mothers to join them with NGOs to solve their lack of learning materials, problems of clothing, and shortage of food either by donate or by creating income-generating activities for their divorced mothers.
- ✓ Any concerned governmental bodies in the study area should consider the schoolgirls from divorced parents make them the beneficiary by providing essential training for the society at large to learn properly like other children to reduce the challenges which are suffering them.

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ANNEX I: Informed Consent with mothers

BahirDar University

Graduate School of Gender and Development Studies

The Lived Experiences of School Girls from Divorced Parents: The Case of Debre Work Town, Enarj Enawuga Woreda, in Amhara National Regional State

My name is Degu Kefyalew. I am a student at BahirDar University Graduate Studies School of Gender and Development Studies. I am conducting a research study to explore more about the experiences of schoolgirls from divorced mothers. More specifically the research will be mainly used to fulfill the academic purpose. The participation of your girls will aid in gaining insight and understanding of this phenomenon.

If you agree for your girls to take part in this study, your girls will participate in almost up to an hour of face-to-face interviews. They will be asked questions regarding their lived experiences of their parental divorced process. If you have the will the interview will be audio-recorded.

There may or may not be any direct benefit to your girls from the interview. However, the researchers believe that learning more about this experience may assist parents, educators in handling the situation or help their girls to recover from the whole divorce problem.

Participation in the study is entirely voluntary, you may refuse for your girls to participate or withdraw at any time. If your girls experience distress during the interview you may ask for your girls to be withdrawn from the study without consequence.

In order to assure confidentiality, the data, reports, and tape recordings will be kept in a locked file, and the recordings will be destroyed after they have been transcribed. The researcher is working under the supervision of an advisor (Amanu Mekonnen, Ph.D. Candidate) from the School of Gender and Development Studies, Bahir Dar University, to ensure that I will not do anything unethical. The researcher can be contacted by telephone, e-mail if desired.

Cell phone: +251977804297

E-mail:- Degukefyalew53@gmail.com

Parent’s

Researcher’s

Name and Signature -----

Signature ----- Date ----

ANNEX II: Interview Guide for Girls/Participants

BAHIR DAR UNIVERSITY

FACULTY OF SOCIAL SCIENCE

DEPARTMENT OF GENDER AND DEVELOPMENT STUDIES

My name is Degu Kefyalew. I am studying Gender and Development Studies at Bahir Dar University. Now I am conducting research for the partial fulfillment of a Master's Degree. The title of my research is "The Lived Experience of School Girls from Divorced mothers: The Case of Debre Work Town, at Enarj Enawuga Woreda, in Amhara National Region State, Ethiopia". The main purpose of the research is to explore the challenges, and coping mechanisms of Bahir Seged and Debre Work primary schools of girls from divorced mothers.

Written documents and audio records of your interview will be kept privately in a locked place that will not be available for anyone except me. To hide the identity of the participants, pseudonyms and codes will be used for the purpose of this research. Since your participation is based on your free will, you are free to withdraw from the participation at any time. If you informed me not to be part of the research, I will not use any of the data collected from you.

The interview should be scheduled at a time and place of your convenience. If it is your volition, let me recommend the place of the interview. In my opinion, it is good that the interview is conducted in the club camp

If I introduce this much about me and the process of the research, and if you are voluntary to participate in this research, please give me your verbal and signed confirmation to precede the interview.

1. Can you tell me a little bit about you?

Probing points:

- Name (optional)
- Age

- Education background (school, grade)
- Family background, etc.(number of family, duration of parents post divorce)

2. What are social challenges do you encounter as girls from divorced mothers? Elaborate it in detail

Probing points:

- ❖ Lack of Societal Acceptance
- ❖ Lack of Adequate Time
- ❖ Lack of school attendance
- ❖ Lack of active participation in the classroom
- ❖ Low-grade attainment

3. What are Economic Challenges do you encounter as girls from divorced mothers?

Elaborate it in detail

Probing points:

- Lack of teaching materials
- Problems of clothing
- Lack of adequate food
- Different informal school fees

4. What are Psychological Challenges do you encounter as girls from divorced mothers?

Elaborate it in detail

Probing points:

- Thinking Suicide
- Stress

- Loneliness
- Hopelessness
- Homesick with father

5. Have you ever been sexually harassed after your mothers divorced?

- Sexual abuse
- Verbal deception
- Unwanted body touching

6. What managing strategies do you devise to cope with the challenges? Elaborate it in detail

Probing points:

- ❖ In relation to social challenges
- ❖ In relation to economic challenges
- ❖ In relation to psychological challenges
- ❖ In relation to sexual harassment

Thank You!!

If it is necessary to conduct further interviews after the analysis of the data, I may come back again and may join you.

ለተሳታፊዎች የተዘጋጀ ቃለ መጠይቅ

የባህር ዳር ዩኒቨርሲቲ

የማኅበራዊ ሳይንስ ፋኩልቲ

የሥርዓተ-ፆታ እና የልማት ትምህርት ክፍል

ስሜ ደጉ ከፍታለው እባላለሁ። በባህር ዳር ዩኒቨርሲቲ የሥርዓተ-ፆታ እና ልማት ትምህርት ክፍል ስር የመመረቂያ ጽሁፍ እያጠናሁ ነው ። አሁን የማስተር ድግሪያን በከፊል ለመፈፀም ምርምር አደርጋለሁ ። የጥናቱ ርዕስ “ከተፋቱ እናቶች የመጡ ሴት ልጆች የአኗኗር ልምድ- በደብረ ወርቅ ከተማ እናርጅ እናውጋ ወረዳ በአማራ ብሔራዊ ክልላዊ መንግስት” የሚል ነው ። የምርምሩ ዋና ዓላማ ከተፋቱ እናቶች የመጡ የባህር ሰገድ እና የደብረ ወርቅ የመጀመሪያ ደረጃ ትምህርት ቤቶች ሴት ተማሪዎች ተግዳሮቶችን፣ እና የመቋቋም ዘዴዎችን መመርመር ነው ።

የቃለ መጠይቅ ሰነዶች እና የድምፅ መዝገቦች ከእኔ በስተቀር ማንም እንዳያገኛቸው ሆነው በተቆለፈ ቦታ ውስጥ በግል ይቀመጣሉ ። የተሳታፊዎችን ማንነት ለመደበቅ ፣ የሐሰት ስሞች እና ኮዶች ለዚህ ምርምር ዓላማ ይውላሉ ። ተሳትፎን በፈቃደኝነት ላይ የተመሠረተ ስለሆነ በማንኛውም ጊዜ ከተሳትፎ ለመውጣት ነፃነት አለሽ ። የምርምሩ አካል ላለመሆን ካሳወቅሽኝ ከአንቺ የተሰበሰበውን ማንኛውንም መረጃ አልጠቀምም ።

ቃለመጠይቁን በሚመችሽ ሰዓትና ቦታ ማድረግ እንችላለን ። የአንቺ ፍላጎት ከሆነ የቃለ መጠይቁን ቦታ ልነግርሽ እችላለሁ። በእኔ አስተያየት ቃለመጠይቁ በትምህርት ቤቱ ቅጥር ግቢ መካሄዱ ጥሩ ነው።

ስለ እኔ እና ስለ ጥናቱ ሂደት ካስተዋወኩሽ እና በዚህ ምርምር ውስጥ ለመሳተፍ ፈቃደኛ ከሆንሽ ቃለመጠይቁን ለመጀመር የሚያስችል የቃል ማረጋገጫ ስጭኝ ።

1. ስለራስሽ ሁኔታ ትንሽ ልትነግራኝ ትችያለሽ?

የመነሻ ጥያቄዎች

- ስም (ከተፈለገ)
- ዕድሜ

- የትምህርት ሁኔታ
- የቤተሰብ የቤተሰብ ሁኔታ፣ ወዘተ

2. እናትሽ ከተፋቱ በኋላ ያጋጠሙሽ ማህበራዊ ችግሮች ምንድናቸው? በዝርዝር አብራራልኝ

የመነሻ ጥያቄዎች

- ማህበራዊ ተቀባይነት ማጣት
- በቂ ጊዜ አለመኖር
- የትምህርት ቤት አዘውትሮ አለመገኘት
- በክፍል ውስጥ ንቁ ተሳትፎ አለመኖሩ
- ዝቅተኛ ውጤት ማስመዘገብ

3. እናትሽ ከተፋቱ በኋላ ያጋጠሙሽ ኢኮኖሚያዊ ችግሮች ምንድን ናቸው? በዝርዝር አብራራልኝ

የመነሻ ጥያቄዎች

- ❖ የመማሪያ ቁሳቁሶች እጥረት
- ❖ የተሟላ አለባበስ አለመኖር
- ❖ በቂ የምግብ እጥረት
- ❖ መደበኛ ያለሆኑ የት/ቤት ክፍያዎች

4. እናትሽ ከተፋቱ በኋላ ያጋጠሙሽ የስነልቦና ፈተናዎች ምን ምን ናቸው? በዝርዝር አብራራልኝ

የመነሻ ጥያቄዎች

- ራስን የማጥፋት ሙከራ
- ጭንቀት
- ብቸኝነት

- ተስፋ መቁረጥ
- የአባት ናፍቆት

5. እናትሽ ከተፋቱ በኋላ የታዊ ትንኮሳ ደርሶብሽ ያውቃል? በዝርዝር አብራራልኝ

የመነሻ ጥያቄዎች

- ❖ የታዊ ጥቃት
- ❖ በቃል መደለል
- ❖ ያልተፈቀዱ የሰውነት ክፍሎችን መንካት

6. ተግዳሮቶችን ለመቋቋም ምን ዓይነት መፍትሄ ወሰድሽ? በዝርዝር አብራራልኝ

የመነሻ ጥያቄዎች

- ❖ ከማህበራዊ ችግሮች ጋር በተያያዘ
- ❖ ከኢኮኖሚ ችግሮች ጋር በተያያዘ
- ❖ ከስነልቦና ችግሮች ጋር በተያያዘ
- ❖ ከወሲባዊ ጥቃት ጋር በተያያዘ

አመሰግናለሁ!!

ከመረጃው ትንተና በኋላ ተጨማሪ ቃለመጠይቆችን ማካሄድ አስፈላጊ ሆኖ ከተገኘ እንደገና ልንገናኝ እንችላለን ::